

Number 4 in 3.

Miller House of Study

1894

Public Elementary Schools

1894

Salisbury County, Md.

September, 1910.

X

Outline Course of Study

FOR THE

Public Elementary Schools

...OF...

Baltimore County,

Maryland.

Lida Lee Tall and
Supervisor upper Grades.

GRADES I-VIII.

September, 1909.

DEMOCRAT AND JOURNAL PRINT, TOWSON, MD

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INTRODUCTION.

This outline Course of Study is published by order of the Board of County School Commissioners of Baltimore County, and in accordance with the By-Laws of the State Board of Education. It shows more or less in detail the subject matter by topics to be covered in each of the eight elementary grades, as well as the text-books, supplementary books and teachers' desk and reference books to be used.

The material suggested for use especially in the first five or six grades has been worked over by teachers and supervisors in group meetings and classrooms during the past few years, and is therefore not new to the teachers who have been in the corps during that time in the larger schools. The aim has been to collect and organize this subject matter more definitely in a compact form for easy references by the experienced teacher, and as a constant guide for the many new teachers who come into the county from time to time; it is also hoped that the teachers in the outlying districts who cannot attend the group meetings may be able by means of this Course of Study to plan their work more definitely along the lines followed in the larger schools.

The page references to both text and reference books have been worked out in the main by various groups of teachers; these should prove a great time saver to the busy teacher, and will be of great value to the beginner in preparing her daily class-room work.

The references, coming from such a large number of teachers, are too numerous for any one teacher to consult; but they have the value of always making it possible for a teacher to have at hand several of the books suggested, and to turn quickly, by means of the page references, to see if the material is suitable for her purpose. The modern course of study makes it imperative for the teacher to have a broader view of the topic to be treated than that given in the text and supplementary

books to which the pupils have access; moreover, this broader view should come from a fresh reading of old references, together with one or more not previously consulted. A constant reference to this Course of Study will therefore greatly economize time in preparation of the daily work.

This Course of Study is by no means final, but will be subject to revision from time to time, as experience shows its points of strength and weakness. It aims chiefly to organize subject matter, though something of method is indicated now and then. It will be the problem of teachers and supervisory officers during the next year or two, to work out a detailed syllabus course of study, which shall show much of method as well as subject matter. Such a course of study will be published by subjects, or by groups of closely related subjects, in separate pamphlets, from time to time.

This Outline Course of Study, with such modification and revision as may be made in group meetings or by written notice, will be used as the official course of study in the elementary schools of Baltimore County.

Requests for information concerning anything contained herein, or suggestions for revision, will be gladly received by the Superintendent. Such requests or suggestions should be made in writing so that they may be filed for reference.

ALBERT S. COOK,
Superintendent.

HISTORY

The attempt will be made to help the children to understand the activities around them under the general headings of food, clothing and shelter. Surroundings or type occupations with which children are familiar will be made the basis of the year's work. The common and familiar affairs of life are made to seem worth while, are dignified by the serious consideration given them through sympathetic appreciation and study.

I. Home Life.

1. The home.

2. Family relations.

Father and mother, care and love for children in providing food, shelter, clothing.

Children's duty to parents. Brother and sisters: tenderness and gentleness.

Protection of older children for younger.

Sharing of pleasures.

Grandparents: Respect for the aged.

Pets and flowers: Kindness to animals; care of plants.

3. Activities in the home.

Care of furniture, clothing, toys.

Children's helpfulness.

II. Community Life:

1. The School.

Name, location, etc.

Relation of teacher and pupils.

Respect for school authority.

Care of school property.

Activities of school: games, stories, work.

2. Neighbors and playmates.

Respect for public and private property.

How we can help in making our city beautiful:

By keeping streets and pavements clean.

By making lawns and gardens attractive.

Children's games: autumn, winter, spring, summer.

3. Activities in the neighborhood.

Gardener, farmer, grocer, miller, baker, shoemaker, blacksmith,
ice-man, coal-man, carpenter, postman, street cleaner.

III. *Celebration of National Holidays:*

Thanksgiving.

Christmas.

Birthdays: Children's. Washington's. Lincoln's.

St. Valentine's Day.

Easter.

Flag Day.

FIRST HALF YEAR.

I. *Home Life:*

September.

1. The home. 2. Family relations.

- a. The home. b. Those in the home. c. Interest in the home.
d. Other families—their home life, as: animals, birds, bees.
e. Emphasize: Home, a place of shelter and love; watchful
care of those in the home; the dependence of one upon the
other for the whole happiness.

3. Activities in the home.

- a. Care of the house. b. Yard. c. Garden. d. Toys. e. Pets.
f. Children's helpfulness.

References:

Bryant—How to Tell Stories, p. 141.

Chamberlain—How We Are Sheltered. Chap. I.

Harris and Cooley—Field Reader, pp. 84-61.

Gaynor Song Book, pp. 7, 8, 13, 120.

Grover, Art. Lit. Reader, pp. 6, 7, 20.

“ “ Primer, pp. 32, 37, 44, 52, 64, 105.

Lindsay—Mother Stories, pp. 47, 125.

Lansing—Rhymes and Stories, pp. 23, 25, 31.

Poulson—Child's World, pp. 321, 282, 174.

Finger Plays, pp. 40, 73.

Wood—Children's First Story Book, pp. 8, 27.

Welsh—Nursery Rhymes.

II. *Community Life:*

October.

1. The School.

- a. Name, location, rooms. principal, janitor. b. Teacher and pupils. c. School authority. d. School property. e. School games.

2. Neighborhood and playmates.

- a. Public property. b. Private property. c. How we can help to make our neighborhood beautiful. d. Clean streets. e. Flower gardens and lawns. f. Children's games in autumn.

3. Activities in the neighborhood.

Gardener or *Farmer*, as a contributor to the home: a. Fall work. b. Fruit and vegetables. c. Marketing.

Grocer: a. What we buy. b. Where the fruits and vegetables come from. c. Fruits from far-a-way lands. d. Excursion to store.

Miller and *Baker*: a. Story of a grain of wheat to loaf of bread.

References:

Bigham—Mother Goose Village, p. 49.

Bryant—Stories to Tell to Children, pp. 7-8.

Chamberlain—How We Are Fed, p. 7.

Chance—Little Folks of Other Lands, p. 15.

Gaynor—Song Book, p. 64, 10.

Lansing—Rhymes and Stories, pp. 16, 26.

Poulson—Child's World, p. 82-90. Finger Plays, p. 66.

Wood—Children's First Story Book, pp. 32, 34.

Wiltse—Kindergarten Stories and Morning Talks, pp. 31, 119.

III. *National Holidays:*

November.

1. Thanksgiving.

- a. Man's preparation for winter: Farmer and gardener; grain, vegetables, fruits, gathered; storing coal, warmer clothing.
- b. Nature's preparation: What trees, plants, insects, animals, buds, birds, have done.
- c. Thanksgiving—a harvest feast; day of giving thanks, day of family gatherings; a historical day. Story of the first Thanksgiving. How we celebrate Thanksgiving Day.

References:

- Gaynor—Song Book, p. 67.
Jones—Second Reader, p.
Poulson—Child's World, pp. 93, 94, 97.
Perdue and Griswold—Language Through Lit. Nat. and Art. p.
Plan Book, November.
Smith—Music Primer, pp. 44, 59, 9.
Wiltse—Kindergarten Stories and Morning Talks.
Wiggin and Smith—Story Hour, p. 107.

2. Christmas.

- a. Preparation for winter; heat in houses, clothing; animal coverings, sheep—woolen cloth.
- b. Shepherds; early dark; love of stars; caring for flocks.
- c. The Christ Child; Joseph and Mary; the journey; animal shepherds; wise men; the little Babe.
- d. Santa Claus—his home, work, his helpers; each of us a helper; Christmas tree.

References:

- Gaynor—Song Book, pp. 26, 27, 28, 29.
Month by month. December.
Plan Book.
Proudfoot—Child's Christ Tales.
Poulson—Child's World, p. —; Finger Plays.
Wiggin and Smith—Story Hour.

I. Home Life:

January.

1. Days of week. Occupations of the home.
2. Divisions of time: a. How we tell time. b. Day and night.
c. Moon and Star Stories.

II. Community Life:

1. Activities in the neighborhood: Contributors to the home.
Miner: a. Coal. b. Coalman. *Blacksmith:* a. Iron. b. Tools.
c. Forge. d. Kinds of work, horse-shoeing. *Shoemaker:* a.
Leather. b. Tools. c. Shop.

References:

- Chamberlain—How We Are Sheltered, pp. 157, 167.
Grover—Sunbonnet Babies.
Outdoor Primer.
Poulson—Child's World, pp. 25, 32, 201, 208.

Wood—Children's First Story Book.

Wiltse—Kindergarten Stories and Morning Talks, pp. 40, 41, 137, 145.

SECOND HALF YEAR.

I. Home Life:

February.

1. Birthdays. How celebrated.
2. Knights of Old. How Cedric Became a Knight.
3. Child Heroes. "Dora of the Lighthouse."

References:

Harrison—In Storyland.

Month by month. Winter, pp. 219, 220.

Poulson—Child's World.

II. Community Life:

1. St. Valentine's Day. Story of the Good Saint; who he was; his life; his messages; his birthday; how to celebrate it.
2. Postman: a. What he does. b. Dress. c. Route. d. Mail box. e. Postoffice.

References:

Kindergarten Chimes, p. 113.

Poulson—Child's World, pp. 209, 215.

Plan Book, February, (Intermediate), pp. 727-731.

" " " (Primary), pp. 607-608.

III. National Holidays:

1. National Heroes—Lincoln, the boy; his home; his school; stories of his boyhood. Washington—the boy; his home; his family; his school; stories of boyhood. (Very briefly told. May be omitted.)
2. Our Flag.
3. Our Soldiers. Our Policemen.

References:

Dole—American Citizen.

Harris and Cooley—Field Readers, pp. 16-24, 26-27, 30, 38.

Gaynor—Song Book, pp. 32, 34.

Poulson—Child's World, pp. 191, 197.

Stevenson—Child's Garden of Verse, pp. 140-142.

Smith—Modern Music Series, pp. 15, 16, 22, 41, 49, 54.

Wood—Children's First Story Book, pp. 50-51.

I. Home Life:

II. Community Life:

March.

1. Wind and water as useful agents: Winds, different winds, what each brings; uses to nature in autumn; in spring, uses to man; windmills. Water; rain; source of water supply in the home; pump, faucets, hydrants in street; public fountains.
2. Sun: Size, position at different times of the year; use, its work.
3. Spring, preparation in the home; what mother is doing in home; what father is doing in the yard, garden, or field.
4. Street cleaner: What he does; his dress, his tools; how we may help. Park gardener.
5. Carpenter: His work; tools, lumber, nails; watch the building of a house in the neighborhood.

References:

Hill—Lessons for Junior Citizens.

Dole—American Citizen.

Grover—Outdoor Primer.

Poulson—Child's World, pp. 25-32, 51-54.

Wood—Children's First Story Book, pp. 17-24.

Wiltse—Kindergarten Stories and Morning Talks, pp. 27, 28, 51-54.

III. Celebration of National Holidays:

April.

1. Easter. The awakening of new life we can present through the Easter Lily or bulb, or the chick hidden in the dark cell. Show the dark brown bulb, then the lily. Let children watch bulb which grows in water. Easter customs; the rabbit.
2. Arbor Day. Trees.

References:

Blaisdell—Child Life, p. 35.

Chance—Little Folks of Other Lands, p. 50.

Lansing—Rhymes and Stories, p. 24.

Poulson—Child's World, pp. 83, 86.

Potter—Peter Rabbit.

Proudfoot, Child's Christ Tales, pp. 1-4.

Welsh—Nursery Rhymes, p. 48.

I. Home Life:

II. Community Life:

May and June.

1. Awakening of spring: a. *Birds* return, mating, nest building, baby birds. b. *Flowers*: May-day, maypole, baskets, etc.
2. Farm. Spring planting—work on farm; preparation of ground; tools used; helpers; what planted; how growth was helped by man; conditions necessary for growth; purpose in planting so much. Animals on farm; barnyard inhabitants; fowls, farmers' enemies.
3. Garden. Vegetable garden at home; how soil is prepared; planting; care of garden, tools; conditions for growth. School garden.
4. Circus. Trip to circus recalled. Animals seen from cold lands; hot lands; usefulness of elephant. Care of circus animals.
5. Spring games. Boys: marbles, balls or tops. Girls: play house, doll. Boys and Girls: swing.
6. Vacation Time. Preparation for visit to country; going down town with mother to buy clothes; kind, material—made from what. Making clothes. Packing trunk and grip. Journey: tickets, checking trunk. Trains: kinds, baggage, passenger; express and local. Sight from car window. Arrival.

References:

Bryant—How to Tell Stories.

Grover—Sunbonnet Babies.

Overall Boys.

Harris and Cooley—Field Reader.

Holton—Primer.

Poulson—Child's World. Finger Plays.

Wiltse—Kindergarten Stories and Morning Talks.

FIRST SCHOOL YEAR—GRADE I

LITERATURE

FIRST HALF YEAR

Literature occupies a prominent place by common consent. The nursery rhymes, finger plays, poems, stories afford excellent opportunity for training in oral composition.

Much repetition of verses, and rhymes, and poems, much storytelling, much dramatization, aid the children in increasing ease and fluency in talking, in creating habits of using correct forms of speech, improving articulation, enunciation, and cultivating natural tones in speaking as well as in reading.

Literature not only has intellectual value, but ethical and esthetic value as well for children in the primary grades. The work in literature aims to help the child to understand and interpret the life about him, and to create ideals which will help him to right living. It also carries the child into the realm of the beautiful, opening to him an unlimited field of pleasure and enjoyment.

STORIES

September:

Old Woman and Her Pig.

Nursery Classics. O'Shea, p. 20.

How to Tell Stories. Bryant, p. 43.

Jingle Primer, p. 19.

The Three Bears.

Stepping Stones to Literature, II, p. 75.

How to Tell Stories. Bryant, p. 37.

Folk-lore and Proverbs. Wiltse, p. 43.

The Little Red Hen.

Nursery Classics. O'Shea, p.

Stories to Tell to Children. Bryant, p. 7.

Rhymes and Stories. Lansing, p. 82.

October:

The Chestnut Boys.

Child's World, Poulson, p. 49.

How the Chipmunk Got Its Stripes.

Nature Myths. Cooke, p. 89.

The Nest in the Forest.

Jones' Second Reader, p. 37.

Jack and the Bean Stalk.

Fairy Stories and Fables, p. 60.

Old World Wonder Stories, p. 68.

November:

The Pig and the Sheep.

Stories to Tell to Children. Bryant, p.

Folk-lore Stories and Proverbs, p. 32.

Jingle Primer, p. 98.

How Patty Gave Thanks.

Child's World. Poulson, p. 94.

The Bramble Bush and the Lambs.

Kindergarten Stories and Morning Talks. Wiltse, p. 4.

A Story of the Forest.

Story Hour. Wiggin and Smith, p. 146.

December:

Willie Winkle.

Kindergarten Stories and Morning Talks. Wiltse, p. 110.

Christmas in the Barn.

Child's World. Poulson, p. 119.

Why the Chimes Rang.

Knights of the Silver Shield. Kindergarten Magazine, December, 1896.

January:

Moon Stories.

Nature Myths. Cooke, p.

Nature Myths. Holbrook, pp. 179, 184, 188, 193, 197.

The Lion and the Mouse.

Stepping Stones to Literature, II, p. 121.

Richmond Second Reader, p. 78.

Art. Lit. Reader, II, p. 64.

The Gingerbread Man.

Stories to Tell to Children. Bryant, p. 8.

Tales from the Norse. Dasent, p. 228.

The Lad Who Went to the Northwind.

SECOND HALF YEAR

GRADE I

STORIES

February:

Cinderella.

Fairy Stories and Fables, p. 109.

Fairy Stories Every Child Should Know, p. 212.

Richmond's Second Reader, p. 3.

How Cedric Became a Knight.

In Storyland. Harrison, p. 143.

Stepping Stones, IV, p.

The Ant and the Dove.

Jones' Second Reader, p. 43.

Dickey Smiley's Birthday.

Story Hour. Wiggin and Smith, p. 38.

March:

The Wind's Work.

Mother Stories. Lindsay, p. 1.

The North Wind at Play.

Child's World. Poulson, p. 71.

Chicken Little.

Stepping Stones, II, p. 11.

Rhymes and Stories, p. 100.

Folklore and Proverbs, p. 1.

Little Half Chick.

Stories to Tell to Children, p. 33.

April:

The Straw, the Coal, and the Bean.

Grimm's Fairy Tales.

Lesson on Faith.

Child's World. Poulson, p. 307.

Nature Reader, I, p. 205.

In Storyland. Harrison, p. 96.

The Story of Speckle.
Child's World, p. 337.

How the Robin got its Red Breast.
Nature Myths. Cooke, p. 24.

May:

The Crow and the Pitcher.
Stepping Stones, II, p. 143.

The Proud Apple Branch.
Fairy Tales. Anderson.
Nature Reader, I, p. 219.

The Oriole's Nest.
Story Hour. Wiggin and Smith, p. 29.

King Solomon and the Ants.
Nature Myths. Cooke, p. 18.

June:

How the Elephant got his Trunk.
Just-So Stories. Kipling.

The Wind and the Sun.
Stepping Stones, II, p. 85.
Child's World, p. 393.
Morning Talks. Wiltse, p. 156.

Charlotte and the Ten Dwarfs.
Mother Stories. Lindsay.
Kindergarten Stories and Morning Talks, p. 105.

Little Red Riding Hood.
Fairy Stories and Fables, p. 38.
Fairy Stories Every Child Should Know, p. 273.
Child Life, Blaisdell, p. 38.

Suggested List:

The Pan Cakes.
Jingle Primer, p. 60.
Rhymes and Stories. Lansing, p. 128.

The Old Woman and the Sixpence.
Jingle Primer, p. 19.

Raggylug.
Wild Animals I Have Known. Seton-Thompson.
Stories to Tell to Children. Bryant, p. 130.

Bengy in Beastland.

Story Hour. Wiggin and Smith, p. 72.

The Red Headed Woodpecker.

Nature Myths. Cooke, p. 29.

Little Black Lambs.

Bannerman.

Peter Rabbit.

Warne.

King Solomon and the Bee.

Nature Myths. Cooke, p. 16.

Language through Literature, Nature and Art, p. 207.

The Three Little Pigs.

(NOTE: Other stories may be selected from Teacher's Reference list, from Children's Library List, avoiding the presentation of any listed in Grade II.)

STORIES FOR REPRODUCTION AND DRAMATIZATION

GOOD NURSERY RHYMES TO DRAMATIZE :

Jack and Jill.

Jack be Nimble.

Robin and the Pussy Cat.

Little Bo-Peep.

Little Miss Muffet.

Little Jack Horner.

Sing a Song of Sixpence.

1. The Little Red Hen.
2. The Old Woman and Her Pig.
3. The Lion and the Mouse.
4. The Three Bears.
5. The Wind and the Sun.
6. Chicken Little.
7. The Gingerbread Man.
8. The North Wind at Play.
9. Cinderella.
10. Little Red Riding Hood.

In addition to the reproduction and dramatization of six Nursery Rhymes, all First Year classes will be held responsible for six stories as a minimum requirement. Numbers 1 or 2, 3 or 4, of the above list are required; the teacher may choose two others from the same list, and the rest from previous lists. *An average of one story a month* for reproduction and dramatization is the maximum requirement. At the end of the year *each* child should be able to tell two stories.

FIRST HALF YEAR

GRADE I

POEMS

September:

Nursery Rhymes.

Selected. Welsh. Rhymes and Stories.

Lansing. Jingle Primer.

Sing-Song.

Christine Rosetti.

a. Boats Sail on the Rivers.

b. Mix a Pan Cake.

c. What is Pink?

d. Milking Time.

e. Who has seen the Wind?

A Good Play.

Stevenson. Child's Garden of Verse, p. 35.

October:

Bed in Summer.

Stevenson. Child's Garden of Verse, p. 16.

Art Lit. Reader II, p. 72.

My Shadow.

Stevenson. Child's Garden of Verse, p. 44.

Art. Lit. Reader II, p. 14.

The Baby.

McDonald. Stepping Stones I, p. 125.

Come, Little Leaves.

Art. Lit. Reader, II, p. 68.

Gaynor Song Book.

Aldine First Reader, p. 29.

November:

Leaves at Play.

F. D. Sherman. Nature Reader II. Wilson, p. 80.

The Song of the Crickets.

Emily Huntington Miller.

Thanksgiving Prayer.

Child's World. Poulson.

Sweet and Low.

Tennyson. Song Primer. Bently, p. 47.

December:

Twinkle, Twinkle, Little Star.

Jane Taylor. Art. Lit. Primer, p. 105.

Poems Every Child Should Know, p. 6.

Why do the Bells for Christmas Ring?

Eugene Field.

Month by Month. Wister.

January:

Snow flakes.

Lucy Larcom. Nature Reader I. Wilson, p. 97.

Lady Moon.

Lord Houghton. Stepping Stones II, p. 84.

Lady Moon.

Lord Houghton. Stepping Stones II, p. 84.

Aldine II, Reader, p. 73.

Good-night and Good-morning.

Lord Houghton. Child Life, II, p. 64.

Sleep, Baby, Sleep.

From the German. Nature Readers II. Wilson, p. 98.

Art Lit. Readers I, p. 88.

SECOND HALF YEAR

GRADE I

February:

Marching Song.

Stevenson. Child's Garden of Verse, p. 52.

The Cow.

Stevenson. Child's Garden of Verse, p. 52.

Art. Lit. Reader, II, p. 18.

Red, White and Blue.

Waiting to Grow.

March:

The Wind.

Art. Lit. Reader, II, p. 23.

Stevenson. Child's Garden of Verse, p. 56.

Aldine II, Reader, p. 63.

A Tiny Seed.

Kate L. Brown. Stepping Stones, III, p. 62.

Little White Lily.

McDonald. Nature Reader, I, p. 209.

Rain.

Stevenson. Child Garden of Verse, p. 22.

April:

Little Pussy.

Jane Taylor.

What Does Little Birdie Say?

Tennyson. Stepping Stones, I, p.

Over in the Meadow.

Olive Wadsworth. Plan Book, p. 885.

Child Life in Poetry. Whittier.

Nature Study I, p. 177.

The Lost Doll.

Kingsley.

Three Years with the Poets. Hazard.

May:

Good Morrow, Pretty Rosebush.

Dodge. Stepping Stones, I.

The Swing.

Stevenson. Child's Garden of Verse, p. 70.

Daisies.

Sherman. Nature Reader I, Wilson, p.

Richmond. Second Reader, p. 124.

June:

Only One Mother.

Stepping Stones I.

Little Dandelion.

Helen Bostwick.

The Brown Thrush.

Lucy Larcom.

At the Seaside.

Stevenson. Child's Garden of Verse.

Suggested List:

One, Two, Three.

Bunner. Stepping Stones III, p. 48.

Milkweed Babies.

Smith Song Book.

America. (One stanza.)

Stepping Stones III, p. 90.

Three Little Sisters.

Marjorie's Almanac.

Nature and Verse, p. 89.

The Rain.

Stevenson. Child's Garden of Verse, p. 22.

Who Stole the Bird's Nest.

Jingle Primer, p. 81.

Thank Thee.

Art. Lit. Reader, I, p. 92.

Selections for Memorizing:

1. Nursery Rhymes.
2. Who Has Seen the Wind?
3. The Swing.
4. Sleep, Baby, Sleep.
5. Bed in Summer.
6. My Shadow.
7. Over in the Meadow.
8. Come, Little Leaves.
9. A Tiny Seed.
10. Only One Mother.

11. What Does Little Birdie Say?
12. Good Morrow, Pretty Rosebush.

All First Year classes will be held responsible for six of the above poems, not including Nursery Rhymes, Nos. 2 or 3, 4 or 5, 6 or 7, are required, the teacher may choose three others from the above list, and any additional ones from previous lists. An *average of one poem a month* for memorizing is the maximum requirement.

At the end of the year *each* child should be able to recite three poems.

Memory Gems. An *average of one short memory gem a week* should be placed on the blackboard to be memorized.

FIRST SCHOOL YEAR—GRADE I

NATURE STUDY

It should be understood that throughout all the work in Nature Study the children must have an opportunity of studying the actual living specimens. Many of the specimens will live and grow in the schoolroom, but frequent excursions to study them in their natural surroundings are absolutely necessary. Short excursions to the school grounds and immediate neighborhood may be made often. Accurate observations and clear and truthful expression should be required. The work is closely connected with the industrial history and geography, and also with literature. It is not expected that the teacher will take up *all* the topics suggested, but she may *choose those best suited* to the needs and opportunities of her children. Two lessons per week will be given.

I. Animal Life.

1. Birds. English Sparrow.
 - a. What do birds do; eat, sing, build nests, fly, play, work, care for young, travel, etc.
 - b. Stories of birds which help to develop ideas of
 1. Right feeling toward birds.
 2. Care of young.
 3. Observation of bird ways.

References:

McMurry. Nature Study Lessons. p. 120.
Wilson. Nature Study in Elementary Schools, p. 99.
Poulson. Child's World.

2. Insects. Caterpillars and cocoons.
 - a. Collect cocoons and keep for spring observations.
 - b. Observe the fuzzy caterpillars on the walks and elsewhere.

Reference:

McMurry. Nature-study Lesson, p. 122.

3. Pets. Dog, Squirrel.
 - a. Children's experiences with pets; pets kept at home; at school.
 - b. Their friends, enemies, their life, how they sleep, good or harm they do, etc.
 - c. Stories of pets in which they tell of their own doings.

References:

Craik. Bow-wow and Mew-mew.
Hodge. Nature Study and Life, Chap. III.
Poulson. Child's World.
McMurry. Nature Study Lessons, pp. 3-13, 43-56.

II. Plant Life:

1. Color.

Fields, trees, sky, birds, flowers, charts of leaves and fruit.

Reference:

Art Text Book, I, p. 1-6.

2. Flowers.
 - a. Schoolroom flowers, geranium.
 - b. Naming. Fall flowers. Sense games.

Reference:

McMurry. Nature-study lessons, p. 141.

3. Fruits and Vegetables.

Fruits of trees, bushes, vines, apple, pumpkin, nuts. Vegetables good to eat. Sense games.

Reference:

McMurry. Nature Study Lessons, pp. 176-177.

4. Seeds.

a. Dissemination. How seeds travel; winged seeds; maple catalpa; seeds with sails; milkweed, thistle; seeds that roll, pea; seeds that catch rides; beggar's lice.

b. Used for food; starch makers; beans, peas, corn, wheat.

Reference:

Wilson. Nature Study of Elementary Schools, pp. 77-79.

5. Trees.

a. One tree chosen as a class tree and observed throughout the year.

b. Fruit trees: apple. Forest trees, maple or chestnut. Winter buds: leaves, sense games, collections.

References:

McMurry. Nature Study Lessons, p. 167.

Wilson. Nature Study in Elementary Schools, Chapter 2.

III. Weather Conditions:

1. Daily Weather Record.

Wind, kind of day.

May be indicated by means of pictorial symbols.

2. Stories about Sun and Moon.

References:

Cooke. Nature Myths.

Poulson. Child's World.

Wilson. Nature Study for Elementary Schools, pp. 13-16.

IV. Incidental Work:

1. Lessons with plants, animals, minerals, which children are encouraged to bring.

2. Collections; flowers, seeds, nuts, mounted on cardboard or kept in boxes.

3. Excursions; a trip to the chosen tree to gather leaves, flowers, seeds.

WINTER: DECEMBER, JANUARY, FEBRUARY

I. Animal Life:

1. Birds, Chickadee.

(See previous outline.)

References:

McMurry. Nature Study Lessons, p. 86.

Wilson. Nature study in Elementary Schools, p. 164.

2. Pets. Cat.

a. Stories of home pets.

b. The visits of these pets to school.

c. The care of a pet; at home, at school.

References:

Hodges. Nature Study and Life, p. 41.

McMurry. Nature Study Lessons, p. 13.

Poulson. Child's World.

3. Pond Life. Fish in Aquarium.

Reference:

Wilson. Nature study for Elementary Schools, pp. 116, 128.

II. Plant Life:

1. Flowers. Schoolroom flowers. Geranium. Hyacinth from bulbs.

2. Seeds.

a. Germination of seeds; peas, beans, corn, flax, etc. Study progress of growth through one month. February. Use moist blotting paper, sponge, cotton, sand, soil.

b. Grow plants in vessels of water—onion, carrot, sweet potato, wandering Jew. Attempt no explanation, but let the children observe.

c. Reference topics—story-form.

Baby Bean in Bed. How it awoke. How it grew.

Baby Lily in its winter flannels.

The escape of the baby plant from its cradle.

References:

Bass. Plant Life.

Poulson. Child's World.

Wilson. Nature Study for Elementary Schools, pp. 133, 143.

3. Trees.

- a. Christmas trees. What are they? Where do they come from?
Appearance, uses.
- b. Excursion to chosen tree.

Reference:

Wilson. Nature Study for Elementary Schools, pp. 109-111.

III. Weather Conditions:

1. Daily weather record.
2. Frost, snow, sleet, dew, rain.
3. Stories about clouds, wind, rain.

Reference:

Wilson. Nature study for Elementary Schools, pp. 68-70, 108.

IV. Incidental Lessons:

1. Lessons about plants, animals, minerals, which children are encouraged to bring.
2. Collections of pictures of pets, domesticated animals, animals of hot and cold lands.

SPRING: MARCH, APRIL, MAY, JUNE

I. Animal Life:

1. Birds, Robin, Hen.
(See previous outline.)

References:

McMurry. Nature Study Lessons, pp. 69, 86, 91.

Poulson. Child's World.

Wiggin and Smith. Story Hour.

Wilson. Nature Study for Elementary Schools, p. 87.

2. Insects. Butterflies.

References:

McMurry. Nature Study Lessons, p. 129.

Wilson. Nature Study for Elementary Schools, p. 50.

3. Pets. Rabbit.

Reference:

McMurry. Nature Study Lessons, pp. 61-68.

4. Animals. At the circus. Stories of animals from far-away lands.
5. Pond life. Tadpoles; minnows in aquariums.

References:

Bass. Animal Life.

Wilson. Nature Study for Elementary Schools, pp. 118, 122-124.

II. Plant Life:

1. Competitive flower raising. Flower. Nasturtium.
Seeds may be obtained from the Agricultural Department at Washington. Individual flower pots or tin cans with holes in the bottom may be used.
2. Garden work.
 - a. Window garden. Flowers—nasturtium or geranium.
 - b. Home and school outdoor gardens, vegetables; beans, corn, radishes, onions, lettuce, flowers, nasturtium, morning glory, pansies.

Reference:

Hodge. Nature Study and Life, Chap. VI.

3. Flowers.
 - a. Flower beds: pussy willows.
 - b. Wild flowers: violets, spring beauty, dandelion, buttercup.

References:

Bass. Plant Life.

McMurry. Nature Study Lessons, pp. 152, 16.

Wilson. Nature Study for Elementary Schools, pp. 229, 230, 238-241, 245.

4. Trees.
 - a. Spring buds and blossoms; pussy willows, horse chestnut buds.
 - b. Observe the chosen tree.

References:

McMurry. Nature Study Lessons, p. 164.

Wilson. Nature Study for Elementary Schools, pp. 169-174.

III. Weather Conditions:

1. Daily weather record.
2. Spring signs.
3. Stories about the wind, rain, clouds, sun.

References:

Bass. Plant Life.

Wilson. Nature Study for Elementary Schools, pp. 153-158.

IV. *Incidental Work:*

1. Lessons about plants, animals, minerals, which children are encouraged to bring.
2. Excursions to chosen tree; to gather flowers, to get soil for boxes and plants.
3. Collections mounted on cardboard or kept in boxes.

NOTE: Much of this work will be given incidentally, though not accidentally throughout the school day, wherever the opportunity offers. Formal lessons should be as informal as may be. In schools where two grades are in one room the work will be given in a two-year cycle; the outline for Grade I one year, followed by outline for Grade II the succeeding year.

FIRST SCHOOL YEAR—GRADE I

FIRST HALF YEAR

READING

Reading is, beyond comparison, the most important of the conventional school exercises, not only because it is the key to the world's great literature, but because any considerable advancement in the other departments of school work is impossible without it.

The objects of the reading lesson are two: First, to give the pupil the power to secure from the writing or printed pages an intelligent and appreciative knowledge of the thoughts of others as recorded and expressed in literature. Second, to give the pupil power to impart to others the knowledge thus gained in a clear, sympathetic and pleasing manner.

Reading for the thought influences the child's attitude toward reading, as well as the manner of reading. Intelligent reading, oral and silent, depends upon getting the thought, fluent reading depends upon the habit of seeing more than one word at a glance. Thought is expressed in groups of words.

A combination of sentence, word and phonic methods, with constant use of the board, seems to be a rational method of procedure. The child experiences the fact from the beginning that *reading is a thought-getting* and thought-giving process. The analysis of the sentence gives the *phrase*; soon the analysis brings the *word*, and later the final element, *sound*. This last is of great importance and value, as it gives the child the power to discover for himself words and sentences.

Material:

Some interesting topic chosen from the content subjects—
Literature, Nature Study, History.

- a. Nursery Rhymes, as Jack and Jill, Little Bo-peep, Little Miss Muffet, Robin Redbreast.
- b. Repetition Tales. The Little Red Hen. The Old Woman and Her Pig.
- c. Conversations about simple things in nature.
- d. Conversations about children's games, toys.
- e. Conversations about familiar occupations.
- f. Selected lessons from Bass Primer, Holton Primer, Brooks' Primer or others. Fifty lessons.

Method:

Blackboard work based upon the conversation lessons.

- a. Conversations should be simple, brief, animated, interesting. Pictures, objects, drawing, etc., used as aids.
- b. Essential or suggestive thoughts recorded on the board in simple, brief, childlike terms. The teacher's preparation of simple sentences precedes the lesson. Children's simple responses in answer to questions will be used, but modified to fit the growing power of the class.
- c. Recognition of the *sentence unity* is the first step. Read the sentence, not word by word, but as a whole.
Develop the sentence sense first. Repeat the same sentence until fixed.
- d. Observe this sequence—*sentence, word, phonics and letters*.
- e. Sentence or sentences written on the board in as perfect form as possible. Words and phrases taken from the thought and repeated many times in varied sentences, but always under the stimulus of interest.

Introduce primer or reader at the end of two months.

f. Preparation of book reading lessons:

1. Correlating with conversation lesson when possible.
 2. Blackboard lesson upon the conversation lesson emphasizing certain words of the text.
 3. Word-study, sight words and phonics.
 4. Sentences similar to those of the text.
 5. Finding sentences and words in the text.
 6. Silent reading.
- g. Introduce phonics into reading lessons at the end of the second month.

Phonetics:

Begin ear and eye training in sounds at once.

Material:

Sounds of consonants and short vowels; phonograms with short vowels, developed from sight words.

Method:

- a. Observe the following order, presenting sounds and letter names simultaneously through games and pleasant associations: f, s, t, p, c, h, m, r, w, b, k, l, j, n, d, q, v, x, y, a, e, i, o, u.
- b. Ear training. Pronounce simple words slowly until children recognize initial and final consonants taught; the phonograms.
- c. Ear and eye training. Words written on board; initial sound given, the phonogram developed from sight words.
- d. Printed lists of words for each child, if possible. A chart or list on blackboard kept for drill.
- e. Individual and some concert work, e. g., all sound, one child name, and vice-versa.

Word Study:

Sight or "flash" spelling. Sight words reviewed through "flash" work. Children are asked to write words, one at a time upon the blackboard.

Seat Work:

1. Illustration of story, of sentence, of word, lentils, crayons, chalk, paper and scissors, clay, folding.
2. Writing from copy, sentence, words, lentils, crayola, pencil.
3. Sorting words, and sentences, a. script; b. print. Use old readers for this purpose.

4. Letter cards, sorting letter sounds, making words and sentences from copy.
5. Matching words to pictures.
6. Writing words that rhyme, at least two. As much blackboard work as possible.

At the end of the First Half Year the children should be able to read simple sentences, as wholes, not word by word, from blackboard and primers. Fifty lessons from the primers is the minimum amount. Short vowel sounds, and all consonants, should be known; the recognition of some phonograms and word-making from them is essential. Name, words, and simple sentences written from copy.

NOTE: Children whose work is unsatisfactory should be given an opportunity to repeat the work at this time.

SECOND HALF YEAR.

Material:

Interesting topics chosen from the content subjects. (See Outline.) Literature, Nature Study, History.

- a. Emphasis on History and Nature Study.
- b. Selected lessons from the *Holton, Brooks, Primers, Stepping Stones I, Jones I, Bass First Reader*, correlating the reading material with the center of interest, whenever possible. Discrimination and judgment exercised in choice, avoiding an accumulation of difficulties by development on the blackboard.
- c. Suggested correlations. (See pp. —.)
- d. Supplementary reading.

Method:

- a. Conversations should be brief and interesting, making use of illustrative material.
- b. The teacher records upon the board the essential thoughts of the conversation lesson in brief, child-like terms, using child's sentences often, but modifying them to fit the capacity of the class. Previous preparation of the lesson whole is essential to obtain correct form. Correct placing of title, of paragraphs, proper spacing and perfect writing, essential to formation of good habits.

- c. The blackboard lesson should contain at least ten coherent sentences. Recognition of the sentence unity continued with increased power in expression. Surmount all difficulties of blackboard lesson, as well as book lesson, by:
 1. Drilling on phonetic words; difficult sight words.
 2. Drilling on phrases for smoothness.
 3. Reading in answer to questions, sentence by sentence around the class.
 4. Reading the parts and whole.
 5. Silent reading at seats. Taking primers and finding script words—in print.

Phonetics:

See *Phonetics for Schools*. Robbins, pp. 18-34.

Material:

- a. Review of sounds previously given. Fix the following: g, j, l, n, d, v, x, y; th, sh, wh, fl.
- b. Phonograms—which grow out of reading lessons, as ed, at, ing, oy, ow, etc. Building and blending short vowel phonograms.

Method:

- a. Phonetic books made by children; held responsible for words.
- b. Visualizing: cards, charts, blackboard lists.
- c. Making word lists independently.

Word Study:

“Flash” sight words, two or more, for recall; a phonic word, letting children give others, orally and in writing. “Sight” spelling of four to six words, one given at a time. Oral spelling toward the end of the year. Alphabet named in order.

Dictionary making: Common words grouped according to some criteria.

Seat Work:

See First Half Year.

As much blackboard work as possible.

In addition:

1. Copying class story, occasionally; one sentence, or an elliptical sentence.
2. Reproducing a sentence after erasure.

3. Writing an independent sentence or sentences suggested by the lesson.
4. Letter cards, making words, sentences from copy and independently.
5. Writing phonetic lists. Collections of words.
6. Reading from Readers.
7. Transcription toward the end of the year.

At the end of the Second Half Year the children should be able to read with ease from the Primers and Readers. The equivalent of one Primer and one Reader is the minimum requirement. Sounds of consonants, short vowel sounds and short vowel phonograms with skill to build and blend simple words is essential. Words and simple sentences from copy. Simple "stories" of a few sentences written independently is required. Flash spelling of phonic and familiar sight words, and oral spelling. Sound and letter names known instantly.

NOTE: Children whose work is unsatisfactory in reading, phonetics, or spelling, should be given an opportunity to repeat the work.

FIRST SCHOOL YEAR—GRADE 1

LANGUAGE

The school should furnish opportunity for the acquisition of an abundance of ideas, through the varied experiences in social relations, in nature, or out-door life, and through literature, using these as avenues for expression.

The basis of all expression is thought. The child talks when he has something to say, and wants to say it. Oral expression, which forms the large bulk of the work, grows out of natural interest in the concrete, and will be clear, direct, effective, in proportion to the child's correct seeing, clear imagining, and effective doing. The constant aim should be to make the image clear through the senses; and to lead the child

to see that speech is a tool for the transference of ideas. In order to convey thought freely, the child must have a vocabulary sufficiently large to meet the ordinary demands; and to speak correctly he must be trained not only to grammatical usage, but to recognize the finer distinctions which literature unconsciously conveys.

Language is learned largely by imitation; the child absorbs from all about him—his home, his classmates, his teacher, his books. The teacher sets the ideals of correct expression through her own use of English, through correction of the child's errors, and through literature, which aids so largely in lifting language above the colloquial level.

I. Oral Composition:

1. Conversation.

The language lesson involves the presentation of the subject by the teacher, but it is conversation *with* the children, not *to* them. Each contributes his bit of experience under the guidance of the teacher who aids in making the thought clear and coherent. The *oral* composition, at first a class composite, gives the child some confidence in his own power to organize his mental store under the stimulus of interest. As the child grows in ideas through experience his oral composition grows in content and structure and furnishes a basis for future written work. Nature observations, games, pictures, dramatizations, talks about home activities should be used freely. Ordinarily, children should be taught to speak in complete sentences.

2. Story-Telling. See Literature.

Simple stories *told* by the teacher should be reproduced by the children in answer to questions, in parts, in wholes. Dramatization of the nursery rhymes and stories gives vitality to expression. The *oral* composition in reproduction is strengthened by the ideals of language incorporated in the story, as well as by the teacher's own use of English. As much correction of bad English as can take place without serious in-

terruption of the child's flow of thought should be given.

Teachers should frequently record the oral composition of the children.

II. *Written Composition:*

1. Writing. (Observe the following sequence):
 - a. Air writing following teacher's large script.
 - b. Making words on desk with lentils.
 - c. Imitation of teacher's copy in large and rapid movement at board, or with soft pencil on large sheet of paper at desk.
 - d. Large writing without lines, to secure freedom of movement, exercising large muscles.
 - e. Large writing upon lines drawn one inch apart by use of ruler. One inch margin made by using ruler. Adhere to this form.
 - f. Drill upon troublesome letters, or words which contain difficult combinations, as oy, ad, bo. Drill on making figures.
 - g. By the end of the year the children should have gained mastery of the relative proportion of capital, loop, and one-space letters.
2. Written Work.
 - a. Children's names; grade; date; school.
 - b. Copying a sentence, or sentences; simple rhymes from board. Illustrations used freely.
 - c. Words—from phonetics and sight spelling.
 - d. Reproductions of a sentence or sentences from *Class Story*.
 - (1) Letter cards. (2) Writing.
 - e. Elliptical sentences from reading lessons. Language reading, and occasionally from book. (1) Letter cards. (2) Writing.
 - f. Independent composition, ranging from a sentence to a paragraph, as the outgrowth of Composition and Storytelling.

Each child writes at the *board* under the supervision of the teacher who aids in the spelling of new and difficult words, prevents errors in sentence structure and form, gives helpful suggestions to encourage spontaneity. Children are taught to be observant of the work done, make corrections, etc. This work follows the correct examples set by the teacher in the Language-reading lesson, and should be given early in the *morning*.

III. Technical Work:

NOTE: While these lessons are called formal language lessons, they should be as informal as may be; the necessary corrections and drills should be kept within the channels of spontaneous activity. Much can be given through the medium of games.

- a. Exercises with *a* and *an* with nouns, as an apple.
- b. Use of common verbs to agree with singular and plural nouns as subjects: is and are, was, were, see, saw, seen.
- c. There are, there is, not they are, it is.
- d. Correct and avoid use of ain't, have got, had ought.
- e. Use of correct forms of personal pronouns: May and I; Tell John and me.
- f. Use of capitals: Beginnings of sentence; Capital I, and proper names. Use of period, and of sentence. Use of question mark; the possessive form.

At the end of the year the children should show material gain in the correct use of the above common errors. They should have fixed correct habits in the use of the capital, period, and in simple written work. They should have gained the habit of looking over all written work carefully before handing it in, in order to correct their mistakes; correct formation of letters, work well spaced on paper, good margins, lines, spaces, etc.

They should be able to talk freely upon a topic of interest, and to reproduce simple stories in parts and in wholes. Simple, independent written composition consisting of two or more sentences is the minimum requirement for promotion to Grade II.

ARITHMETIC

The earliest ideas of number and form are largely gained by experience with objects; and in the outline presented, number is introduced by means of counting and measuring. The ratio idea appears in the work of the first year, and the number concept is generated through a study of relations or relative magnitudes, using groups of things—objects, blocks, etc.

A large part of the work is oral. At first the seat work should consist of the manipulation of materials; later, pictorial symbols, and much later, written exercises involving the use of conventional symbols.

*FIRST HALF YEAR

1. Recognition of type solids and surfaces—cube, sphere, cylinder, square prism, oblong rectangular prism, triangular prism.
2. Comparison of solids.
 - Relative magnitudes. Indefinite relations.
 - Touch and sight training.
 - In use of—
 - Objects, surfaces, lines, edges, circles, squares, oblong rectangles, triangles.
 - Introducing the relations—
 - Larger, longer, higher, lower, wider, taller, more, heavier, lighter.
 - Direction and position—at the right, at the left, at the (in) front, at the back.
 - By means of—
 - Touch, sight, visualizing, building, cutting, drawing.
3. Counting—recording—incidental number work.
 - The teacher must count and record until pupils are able.
 - Count familiar objects and record the number. Limit to fifty.
 - Games in which children count and record the score.
 - Number of children present, absent, in seats, in rows, at board, etc.
 - Distribution of materials, quantities needed.

*From the Baltimore City Course of Study.

Pages of books used.

Weather study—number of days clear, cloudy, readings of thermometer.

Nature work—number of seeds, parts, legs, wings, etc.

Measuring the size of children.

4. Definite relations—equality.

In use of—

Solids, objects, lines, rectangles and standard units of measure.

By means of—

Drawing, cutting, measuring, estimating, building.

5. Development of the relation—two times and one-half using—

Solids, plane figures, lines and standard units of measure.

By means of—

Cutting, drawing, measuring, separating, building, folding, groups of objects and cards prepared for drill.

Teaching and using the denominate numbers—

pint, quart,	6 months, year,
6 inches, foot,	$\frac{1}{2}$ dozen, dozen.
cent,	
nickel, dime,	

Easy problems in buying and selling, coins, toy money.

SECOND HALF YEAR.

1. *Development of Number Relations.

2, 4, $\frac{1}{2}$; 3, 6, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$, 5, 10, 4, 8, 7, 9.

Follow the plan used in teaching one-half and two-thirds, using solids, surfaces, etc. Use denominate numbers, teaching the new units—

pint,	quart,	3 pints,
foot.	yard,	
$\frac{1}{2}$ dozen,	dozen,	$1\frac{1}{2}$ dozen,
nickel,	dime,	15 cents,
half-hour,	hour,	$1\frac{1}{2}$ hours,

Clock-face, telling time; Roman numerals to XII.

6 months, year, $1\frac{1}{2}$ years.

Problems in buying and selling.

*Arithmetic Pamphlet, Second School Year, in "Suggestions on the Course of Study."

2. Counting—recording—incidental number work.
Limit to 100.
Count by 15 from 1 to 100.
Count by 25 to 10, to 20.
Count and write by 5's and 10's to 100.
3. Addition, subtraction, multiplication and division.
Written exercises.
Vertical form in addition. Limit sums to 12.
Use concrete numbers.
4. Teach perimeter of squares, rectangles, triangles, and circles (circumference).

References:

Speer. Primary Arithmetic.

FIRST SCHOOL YEAR—GRADE I

DRAWING

It seems important to introduce the children to a wide range of visual materials rather than to force the accuracy of observations in any one direction. The subject-matter includes the seasonal coloring of plants and landscapes, the illustrations of dramatic incidents of the history and literature, the decorations of such articles as the children have occasion to make during the year, and a simple study of the great masterpieces which the children love.

The materials used are crayons, charcoal, chalk, scissors, paper, blackboard. The time devoted to drawing is one hour a week. In this grade the periods may well be limited to twenty minutes each, giving three directed drawing lessons a week. Much help may be given by means of blackboard sketches and pictures, *but all such help must be removed* while the children are drawing. Large sheets of paper must be used for illustrative drawings. Aim to have nature drawings life size. The size and shape of the paper should fit the purpose of the lesson. An undirected seat exercise, similar in kind,

should invariably follow the directed lesson. Drawing lessons should supplement other lessons whenever possible.

September:

Color:

Discover through conversation what children know about color. Lead them to note color in flowers, fruits, trees, birds, fields, bubbles, etc. Encourage them to bring in examples of color, —bits of anything that show good color. Make cards or charts showing color tints and shades. Introduce box of crayons; colors, method of handling. Make a rainbow or prismatic colors in order. Use glass prism.

Illustrative.

Make blue sky and green fields. Illustrate in cutting and drawing nursery rhymes, games, plays.

October:

Objective:

Give class instruction on painting a large specimen from nature, showing pupils how to proceed with work. Aim for good size and placing, and simple expression of growth. Two lessons with each, if necessary—first in black crayon, second in colored crayon.

Grasses, seedpods, autumn flowers, golden rod or aster; fruits, apple or plum. Art Text-book I, pp. 16-17.

Illustrative:

Study good space division.

"Summer" or "Autumn" landscape.

Study three shapes—cut and draw from memory, and form from pictures.

Pose minute sketches at rest periods daily. *Massing* figures.

Drill on *parts* that go to make up the story-telling picture, i. e., sky, land, water, trees, pose, etc.

Home and School Experiences.

Art Book, I. pp. 8-9.

Design.

Seatwork: Border designs with stocks, lentils, seeds, leaves, etc.

Picture-study:

Millet, Jean Francois: *Feeding Her Birds.*

November:

Objective:

Autumn vegetables, selecting large specimens; pumpkin, carrot, potato. Art Text-book I, p. 19.

Illustrative:

Cut and draw bare trees. Landscape with autumn foliage and bare trees.

Thanksgiving scenes. Art Text Book, pp. 10-11.

Design:

Border, with seeds or leaves for booklet. Borders with simple repeat of units, as aster, leaves, apples or pumpkins, in drawing or cutting for Thanksgiving booklet. Two lessons, at least for booklet. Do not use ribbons.

December:

Objective:

Show pictures of evergreens. Cut, draw, paint shapes of evergreens. Art Text Bk. II, p. 10.

Illustrative.

Winter landscape: use gray paper. Cut the evergreen from paper and mount. Christmas stories: Santa Claus and his Sleigh. Going shopping.

Design:

Use straight lines or simple spot as unit. Apply to articles made such as book covers. Christmas cards, etc. Do not use ribbons. Art Text Bk. I, p. 58.

January:

Objective:

Memory work,—toys and holiday experiences. Find pictures of toys in books. Draw or cut toys from memory of pictures. Winter wearing apparel. Study sphere, cube, cylinder. Draw one face of each. Blackboard sketching of circles, lines and loops. Art Text Book I, p. 40-41.

Illustrative.

Winter sports; daily lessons, poems.

Design.

Cut mittens, or toys, or cold wave signal, and use in border. Border with circles. Use two colors.

February:

Objective:

Trees in winter. Observe *growth* and branching. Draw from memory one *tree*. Study pictures of animals. Cut and draw animals studied. Cat, dog. Art Text Bk. I, 34-35.

Illustrative.

Figure sketches—massing figure. Illustrate in expressive action stories related to the lessons of the month. Landscape, winter tree, division of space and size emphasized. Art Text Bk. I, p. 28-29.

Design.

Make valentines, applying some principles of decoration, previously given. *Simple* spots, lines, flowers as units. Avoid over decoration.

Picture-study.

Adam, J. *The Cat Family*.

Myer von Bremen. *The Pet Bird*.

March:

Objective:

Bulbs, bare trees, budding branches. Art Text Bk. I, p. 25.

Illustrative:

Windy weather. Pose—child in action. Animals in action. Art Text Bk. I. 30-31.

Design:

Square and circles used. Draw a border of circles, or squares with crayon, emphasize spacing. Use two colors. Book cover. Use border of cut units, as umbrellas, squares, circles, or cats. Art Text Bk. I, p. 58.

April:

Objective:

Sprouting bulbs, branches, pussy-willows. Several drawings, changing positions. Use black and colored crayons. Spring flower, bluet, anemone, or vegetable; radish. Repeat. Art Text Bk. I, p. 22.

Illustrative:

Spring occupations and sports. Cut objects used in gardening; in rainy season.

Design:

Draw a border suited to a towel, rug, or curtain for the doll-house. Draw a pattern for a weaving mat.

Picture-study :

Landseer, Edwin. *My Dog*.

May and June :

Color :

Review oral color lessons given in September.

Objective :

Toy balloons, Japanese lanterns, spring flowers and grasses.

Avoid mincing work and crossed stems. Art Text Bx. I, pp. 31, 46, 47.

Illustrative Drawing :

Spring and summer sports. May-day. Flag-day; what you would like to do in vacation. Spring landscape. Circus parade. Art. Text Bk. I, pp. 26, 62.

Design :

Borders, with triangles; lines, and simple flowers—units, as daisy or dandelion.

Book covers for June work.

FIRST SCHOOL YEAR—GRADE I

HANDWORK

Since manual-training is founded upon the development of self-activity, the work should begin with exercises most easy from the child's point of view, and proceed to those more difficult.

Every model constructed should have a vital connection with life—home life, school life, or the child's life of sport. While a series of models has been suggested for each grade, teachers are urged to substitute any other model which meets a more real need, and any devices of pupils to work out new models should be encouraged.

Great care should be taken that full opportunity be given for the exercise of the pupil's judgment regarding matters of

size, shape, and proportion of parts. The value of manual work is often lost through too much help from the teacher. Train the children to consider material, proportion, and ornamentation, with reference to the use of the article made. Avoid the use of ribbon.

The Primary Handwork includes:

Paper and cardboard construction.

Clay modeling.

Weaving, simple basketry, and coarse sewing.

Materials:

Paper—manilla, cover, bogus, weaving strips, pencil—scissors, paste, clay.

I. Construction:

Model	Material
Square fringed mat	Cover paper 4x4 ins.
Oblong book	Cover paper 4x4 ins.
Window	Cover paper 4x4 ins.
Shawl for doll	Cover paper 4x4 ins.
Bridge	Manilla paper 4x4 ins.
Seedcase	Manilla paper 8x8 ins.
Seed box	Manilla paper 4x4 ins.
Garden seat	Manilla paper 4x4 ins.
Table	Manilla paper 4x4 ins.
Canoe	Bogus
Basket	Cover paper 4x4 ins.
Cradle	Cover paper 8x8 ins.
Picture frame	Cover paper 8x8 ins.
Envelope	Cover paper 8x8 ins.
Birds and lantern for Christmas tree	Cover paper 8x8 ins.
Sled	Manilla paper 8x8 ins.
Miner's cap	Manilla paper 4x4 ins.
Store	Bogus
Cardcase	Drawing (white)
Valentine	Drawing (white)
Kite	Cover paper 4x4 ins.
Windows	Cover paper 4x4 ins.
Windmills	Cover paper 8x8 ins.
Easter card	Cover paper 8x8 ins.

Model	Material
Chicken coop	Bogus 8x8 ins.
Wagon	Manilla paper 8x8 ins.
Swing	Manilla paper 8x8 ins.
May basket	Cover paper 8x8 ins.

NOTE: Children should be given opportunity to repeat and originate models in undirected seat-work.

References:

- Holton and Rollins—Industrial Work for Public Schools.
 Trybom—Work for Elementary Schools.
 Seigmiller—Primary Handwork.

II. Clay Modelling:

Clay can be kept moist and ready for use after being moulded into small bricks, by keeping the cloths wet, and the jar well covered. An excellent material for seat-work.

1. Representations—objects used in the industries studied: fruits, vegetables, toys, implements, animals, wax figures of children. Suggested lessons: doll dishes, playthings, marbles, tops, engines, drums, cannon, animals, squirrel, rabbit, cat, dog, bird, hen and chickens, vegetables, radish, beet, carrot, potato, fruit, orange, apple, peach, plum, berries, cherries, nuts, chestnut, walnut.
2. Type forms: sphere, cube, cylinder, illustrating number lessons.

III. Free-hand Cutting:

1. Illustrative: social occupations, literature, nature-study.
 - a. Simple objects: fruits, nuts, pods, animals, trees, people, toys, implements, activities, etc.
 - b. Story-telling: Nursery Rhymes, Three Bears, Fox and the Grape, Wind Stories, etc.
2. Type-forms: squares, oblongs, circles, semi-circles, quadrants, triangles of varying dimensions.
 - a. Use of these units in number relations.
 - b. Use of these units in border and rosette arrangements.

IV. Weaving:

Material: Cover paper 4x4 inches, 8x8 inches and 4x8 inches.
 Weaving strips: 1 inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch.

NOTE: After preparation of the materials the weaving can be done by children as undirected seat work.

Suggestion upon sequence of difficulties, decoration, and application of woven mats can be found in—

Reference:

Holton and Rollins—Industrial Work for Public Schools.

Siegmiller—Primary Handwork.

At the end of the First Year the children should show ability to manipulate these simple materials with some degree of accuracy, to choose harmonious colors, to recognize simple space relations, and to make other simple objects which they need, with some degree of skill.

FIRST SCHOOL YEAR—GRADE I

PHYSICAL EDUCATION

Health is the prime requisite for efficiency, and any infringement of law serves to impress its truth all the more forcibly. The school should recognize a duty in this direction, not only to the child, but to the child's parents as well, and the school and home should co-operate in its accomplishment.

I. Means employed:

- I. Plays and Games, for Kindergarten and all grades: Recreative and educational. For training in social relations; for the development of physical skill, speed, strength and endurance; for training in self-control, judgment, and generosity of spirit; and for the interesting means of recreation they afford.

"Play is the purest, most spiritual activity of man, in childhood, at the same time, typical of human life as a whole—of the inner hidden natural life in man and all things."—*Froebel*.

"In the running game lies for the youth a healthy development of the lungs which cannot be produced by any other method: not to give the children the desire to run about freely means that one sins against the health of the rising generation."—*Dr. F. A. Schmidt of Bonn*.

2. Rhythmic Exercises, for Kindergarten and all grades. Aesthetic, and accompanied by music.

These are more or less indefinite exercises, are usually done by imitation at first, and later become real means of bodily self expression to the child.

"Musical training is a more potent instrument than any other, because *rhythm* and harmony make their way into the secret recesses of the soul, into which they do mightily fasten."—*Plato*.

3. Story Gymnastics, for Grades I, II and III.

Playful and educational.

This a form of action story, given for the interesting and pleasurable means of exercise it affords. The story, told by the teacher, is merely suggestive, and secondary to the action; it is used for inspiration, and follows a proper sequence of exercise.

4. HEALTH LESSONS. Talks with children upon facts related to the establishment of good hygienic habits.

II. *Material for Games.*

1. Basket Ball.
2. Medicine Ball.
3. Volley Ball.
4. Small Rubber Ball.
5. Small Worsted Balls.
6. Tennis Balls.
7. Indoor Baseball.
8. Bean Bags.
9. Tennis Nets and Rackets.
10. Bean Bag Board.
11. Ring Toss.
12. Bows and Arrows with Target.
13. Jumping Ropes.
14. Hoops.
15. Ten Pins.
16. Quoits.
17. Indoor Bat.
18. Tether Ball Poles.
19. Hockey Sticks and Disk.

AUTUMN: SEPTEMBER, OCTOBER, NOVEMBER.

Children should be *taught* games which they can play out of doors every pleasant day. Directions for the following games are given in *Education by Plays and Games*, Johnson.

Games for Outdoors.

1. Follow my Leader, p. 105.
2. Drop the Handkerchief, p. 101.
3. Cat and Mouse, p. 100.
4. Charlie Over the Water, p. 113.
5. Hide and and Seek, p. 100.
6. Blind Man's Buff, p. 122.
7. Hunt the Ring, p. 122.
8. Tag, p. 102.

Games for Indoors. (Many of the above.)

1. Feather Fly, p. 116.
2. Farmer in the Dell, p. 135.
3. Hot Ball, p. 157.
4. Going to Jerusalem, p. 106.
5. Days of the Week, p. 108.
6. Observation, p. 129.
7. Identification, p. 130.
8. Jack, Be Nimble.

Rhythmic Exercises. (Two periods weekly.)

1. Lesson I. Marching.
2. Lesson II. Military Imitations.
3. Lesson III. Animal Imitations.

(See Monthly Outline.)

Story Gymnastics.

1. A Trip to the Woods.
2. On the Farm.
3. Thanksgiving Day.
4. Going Nutting.

(See Monthly Outline.)

Health Lessons.

Talks with children—one lesson a month.

Breathing and Pure Air. Sunshine. Pure Air and Things that Spoil It.

Reference:

Gulick Good Health, 1-11.

WINTER: DECEMBER, JANUARY, FEBRUARY, MARCH

Games for Outdoors. (Corridors and playrooms on stormy days.)

1. Review Games previously given.
2. Races—Horses, firemen, expressmen, letter carriers, messenger boys, bicycle riders, p. 107.

3. Ten Little Indians.
4. Run, Sheep, Run, p. 104.
5. Vaulting.
6. Running.

Games for Indoors:

1. Running around Room.
2. Running Jump Over Pointer.
3. Vaulting Over Seats.
4. Races, p. 107.
5. Follow the Leader, p. 105.
7. Magical Music, p. 128.
8. Mulberry Bush, p. 136.
9. Jennie Jones, p. 138.
10. Hide in Sight, p. 127.

Rhythmic Exercises. (Two periods weekly.)

1. Lesson IV. Rhythmic Plays.
2. Lesson V. Industrial Imitations.
3. Lesson VI. Simple Fancy Steps.
4. Lesson VII. Rhythmic Plays.
5. Lesson X. Folk Dances.

(See Monthly Outline.)

Story Gymnastics:

1. Santa Claus' Visit.
2. Christmas Toys.
3. The First Snowfall.
4. St. Valentine.

(See Monthly Outline.)

Health Lessons:

Talks with children. One lesson a month.

Rules.

Why We Eat. Rules for Eating. Care of Teeth. Care of the Skin.

Reference:

Gulick. *Good Health*, pp. 153, 147, 114.

SPRING: APRIL, MAY AND JUNE

(The teacher should often play with the children out of doors at recess.)

1. Review Games previously given.

2. Hoop Rolling, p. 106.
3. Tag, p. 102.
4. Looly-Loo, p. 135.
5. Hopping Dance, p. 116.
6. Round and Round the Village, p. 136.
7. Gypsy, p. 101.

Games for Indoors:

1. Review Games previously given.
2. Did you ever see a Lassie?
3. Skipping Tag, p. 103.
4. Hide the Thimble.
5. Who art Thou? p. 122.
6. Bean Bag Game, p. 110.

Rhythmic Exercises:

1. Lesson III. No. 4. Animal Imitations.
 2. Lesson IV. Rhythmic Plays.
 3. Lesson V. Industrial Imitations.
 4. Lesson VII. Rhythmic Plays.
 5. Lesson VIII. Social and Nature Plays.
 6. Lesson IX. Marching.
- (See Monthly Outline.)

Story Gymnastics:

1. First Day in the Playground.
 2. Easter in the Woods.
 3. In the Orchard.
 4. A Trip to the Woods.
 5. A Trip to the Lake.
 6. The Circus.
- (See Monthly Outline.)

Health Lessons:

Talks with children—one lesson a month. Keeping clean.
Why we Sleep. Dust and Cleanliness.

Reference:

Gulick. *Good Health*, pp. 34, 38, 47, 52, 57.

NOTE: This outline is adapted from the Rochester Course of Study.

FIRST SCHOOL YEAR—GRADE I

CORRELATED LESSONS

Suggestive Outline showing Industrial History, Literature, Nature Study, and Related Reading.

NOTE—The book is introduced about Nov. 1st. Blackboard lessons reinforce the book lessons.

SEPTEMBER, OCTOBER, NOVEMBER.

<i>Industrial History, Literature and Nature Study.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Preparation for Winter.	Our Winter Clothes.	Bass. 4
Mother's Work.	Drying Fruit.	" 7
	Jelly Making.	" 5
	Storing Fruit.	" 8
The Miller.	Our Bread.	
The Squirrel.	The Squirrel's Work.	" 9
	A Chestnut Burr.	" 6
	An Acorn.	" 11
Little Miss Muffet.	Little Miss Muffet.	" 12
Indian Baby Boys.	A Little Indian Baby.	" 13
	An Indian Boy.	" 14
Girls.	A Canoe.	" 15
The Indian's Home.	Bow and Arrow.	" 16
	The Wigwam.	" 17
How They Travel.	How Indians Travel.	
Thanksgiving.	An Indian Doll.	
	Our Thanksgiving.	Brooks, 50
Our Winter Clothing.	The Turkey.	
	What to Wear.	" 107

DECEMBER.

<i>Industrial History.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Preparation for Winter.	Winter and Summer.	
Heat in Houses.	How We Keep Warm in Winter.	
Clothing.	I Am a Sheep.	Brooks, 108
Animal Coverings Used for Clothing.	I am a Little Lamb.	" 106
Sheep.	The Sheep's Coat.	" 107
Woolen Cloth.	What Sheep Eat.	Other Sheep Lessons.
	The Sheep's Home.	Stepping Stones, 60.
	The Shepherd.	Bass, 91.
	What Sheep Do.	Stepping Stones, 19-32.
	Wool.	Holton, 61.
	Our Friend—The Sheep.	Jones, 52.
The Christmas Story.	Our Baby.	Holton, 60-62-64.
Christmas Gifts.	The Christ Child.	Brooks, 50-51.
Christmas Eve.	What We Want for Christmas.	
Santa Claus.		

DECEMBER—Continued.

<i>Nature.</i>	<i>Board Reading.</i>	<i>Book Reading.</i>
Animal Coverings. Protection Against Cold. Sense Games with Wool, Woolen Cloth and Cloth of Various Kinds and Yarn.	Accounts of Games Played. Our Christmas Tree. The Pine. The Lumberman.	Fox-Brooks, 55. Wolf, 95.
Evergreens. The Pine. Lumbering.		Bass, 84. " 82.
<i>Literature.</i>	<i>Board Reading.</i>	<i>Book Reading.</i>
Little Bo-Peep. Baa-baa Black Sheep, etc. Jack's Coat. John's Trousers (Poul- son). Molly's Lamb (Poulson). The Discontented Pine Tree.	Little Bo-Peep.	Brooks, 109-111-112.
JANUARY.		
<i>Industrial History.</i>	<i>Board Reading.</i>	<i>Book Reading.</i>
The New Year. Time—Year—Months. Day and Night. Telling Time. Days of Week.	The New Year. Day and Night. Wash Day. Sweeping Day. Nipsu. The Ingloo. Nipsu's Sled. Eskimo Children.	Holton, 65. " 70. " 71. Bass, 93.
Eskimo Life.		<i>Book Reading.</i> Bass, 92. " 81. Holton, 43-45-59. " 56-57-58. Brooks, 57-58-63-64-65. Bass, 70-71.
<i>Nature.</i>	<i>Board Reading.</i>	<i>Book Reading.</i>
The Moon. The Stars. Frost—Ice—Snow.	The Sky at Night. Jack Frost. Snow.	Brooks, 91-92-93-94. Holton, 46-47-51. Jones, 89 (?). Holton, 62 and half of 66. Review — Refer to Decem- ber Santa Claus.
Fur-Bearing Animals. Bear. Seal.	Ice. The White Bear. The Seal.	
Reindeer.	The Reindeer.	<i>Book Reading.</i> Holton, 48-49-50.
<i>Literature.</i>	<i>Board Reading.</i>	<i>Book Reading.</i>
The Fairy's New Year Gift. New Year Verses. Stars and Daisies. January Plan Book, p. 539 (Frank Sherman). Charlotte and the Ten Dwarfs. Dust Under the Rug. Frost. January Plan Book, p. 493. The Three Bears (Re- view). Why the Robin's Breast Is Red.	Account of Dramatization.	

FEBRUARY, MARCH.

Industrial History, Literature and Nature Study.

How Cedric Became a Knight.
Cedric's Home and Surroundings.

Our Pets.
Story of the Cup of Water.
The Cat.
Dick Whittington and His Cat.
What a Cat Can Do.
Care of Birds in Winter.
The Postman.
Carrier Pigeons or Doves.
Valentines.

Washington's Life as a Boy.
Story of a Pony.
The Horse.

Washington—Playing Soldiers.
Washington—a Soldier.
Washington's Birthday.
The Dog.

The Flag.

Appearance of Streets.

Street Cleaning.
Aqua, or the Water Baby.
The Pussy Willow.

Source of Water in the Home.
The Wind.
The Wind—Stevenson.

Holland.

The Boy Hero.
Windmills.
Dutch Sports.
Return of Birds.
The Bluebird.

Selling Milk in Holland.
The Cow.
Making Butter.

The Cow—What She Gives Us.

Blackboard Reading.

My Home.

My Pets.

Little Cedric.
My Little Kitty.

Dick Whittington.
What My Kitty Can Do.
Feeding the Birds.
My Letter.
My Pigeons.
Mother's Valentine.

My Pony.

Father's Horse.

Playing Horse.

My Tin Soldiers.
Rub-a-dub-dub.
Playing Soldiers.
Our Dog.

Our Flag.

Street Lanes.

My Little Broom.
The Water Baby.
Pussy Willow's Hood.

The School Pump.
What the Wind Does.
The Poem.

Imaginary Visits to Holland.

The Boy Hero.
My Toy Windmill.
The Games We Play.
Birds I Have Seen.
What the Bluebird Can Do.

The Milkman.
Our Cow.
Making Butter.

What the Cow Gives Us.

Book Reading.

Jones First Reader, 35.
Stepping Stones, 1-34-56.
Bass, 1-60-61.

Jones First, 99.
Bass, 1-98-99.

Stepping Stones 1, 114-113.
Jones First, 147.
Brooks, 66-67.
Bass 1, 85-87.
Brooks, 76-77.
Jones First, 41.
Holton, 72.

Brooks, 28-29-30.

Brooks, 36-87-101.
Bass Primer, 75.
Holton, 9-10.

Brooks, 60-61.
Jones First, 65.
Brooks, 62.

" 31-32.
Bass Primer, 34-54.
Holton, 7-8.

Jones First, 49.
Holton, 73-74.
Brooks, 24-25.
Holton, 76.

Bass First, 72-73.
Jones Reader, 139.
Stepping Stones, 1-75.
Holton, 82-83.

Stepping Stones, 1-70.
Bass, 1-107.
Holton, 75.
Bass First, 110.

Jones First, 83.
Jones First, 111.
Jones First, 116.
Bass First, 52-53.
Brooks, 34-35.

Stepping Stones, 1-73.
Stepping Stones, 20-21-22.
Holton, 41.
Jones First, 81-82.
Stepping Stones, 1-91-92.

Brooks, 101-102.

APRIL MAY.

<i>Industrial History.</i>	<i>Language Reading.</i>	<i>Book Reading.</i>
	GARDENING.	
The Rainy Month.	What April Brings.	Holton Primer, 77.
Preparation of Soil.	How to Make Garden—1—	Bass Primer, The Frog, 55.
Garden Beds.	How to Make Garden—2—	Holton Primer, 82.
		Jones Reader, The Frog, 31.
Planting Seeds.	Picture Potato Planting (Millet).	Jones Reader, 54.
Garden Tools.	Our School Window Garden.	Holton, P. 92, The Frog.
Care of Garden.	Our Little Home Gardens (Flower or Vegetable).	Stepping Stones, 66.
Spring Vegetables Named.	A Vegetable Riddle—Pea.	Jones R., 30, Bass Primer, 47.
Spring Vegetables Classified.	A Vegetable Riddle—Radish.	Bass Primer, 88.
	THE FARM.	
Farmer's Spring Work.	The Story the Corn Told.	Stepping Stones, 85.
Farm Implements.	Picture—"The Sower," (Millet).	" " 86.
Farmer's Helpers.	How the Little Seed Grew.	" " 88.
1—Natural Agencies.	Picture—Ploughing," Bonheur.	" " 89.
2—Animals.	Farmer Boys' Friends and Pets.	" " 93.
Barnyard Inhabitants.	Picture—"Feeding the Hens."	Brooks Primer, 39-104.
Barnyard Fowls.		Jones Reader, 104.
		Holton's Primer, 97 to 101, inclusive.
Farmers' Enemies.		Brooks, 55-56-87.
		Stepping Stones, 108.
Our Tree Excursion.	TREES.	
Usefulness to Man.	Our Class Tree.	Stepping Stones. 98.
Usefulness to Animals.	Why We Plant Trees.	Jones Reader, 64.
	Squirrel's Story of the Oak.	Bass Primer, 72.
Uses to Air and Soil.	Impersonation of a Tree.	Jones Reader, 47.
Arbor Day.	How to Plant a Tree.	Bass Primer, 77.
		Jones Reader, 40.
	EASTER.	
Awakening to New Life.	Story of a Cocoon.	Bass Primer, 38 and 89.
1—Cocoons, Eggs, etc.	The Easter Lily.	Jones, 26; Brooks, 22.
2—Leaves, Flowers, Grass, etc.		Bass, 46 and 62.
		Nat. Study Rabbit as Pet.

APRIL, MAY—Continued.

<i>Industrial History.</i>	<i>Language Reading.</i>	<i>Book Reading.</i>
FLOWERS. The Month of Flowers. May Pole Dance and May Queen. May—Baskets. A Spring Flower. A Spring Flower. BIRDS. Mating and Nesting. Nests. 1—Location. 2—Material Used. Care of Baby Birds. The Hang Bird—Why? The Robin. A TRIP TO THE CIRCUS. Animals Seen at Circus. Usefulness of Elephant. Other Animals from Hot Lands. Care of Circus Animals. Boys' Games—1— Boys' Games—2— Girls' Favorite Plays. Girls' Favorite Toy. What Boys and Girls Enjoy.	A Trip to the Woods. How English Boys and Girls Keep May Day. How We Made Mother's May Basket. The Violet. Miss Dandelion's Story. What the Apple Tree Heard. Robin's Nest—Found By a Pupil. Mother Robin's Story. The Oriole. How We Know Robin. Some Things We Saw and Did at the Circus. Baby Elephant and Its Mother. Impersonation of Jumbo. What the Monkeys Did. Playing Circus. Story of Base Ball. A Little Boy's Marbles. The School-Yard Play-House. Dolly's Story. How to Make a Swing.	Holton Primer, 89. Stepping Stones, 79. Nat. Study—Rainbow.. Stepping Stones, 80-81. Nat. Study—Rainbow. Holton, 88. Jones Reader, 71. Holton Primer, 85-84. Stepping Stones, 83. Jones Reader, 80. Stepping Stones, 76. " 101. Holton, 84; Brooks, 80-81. Stepping Stones, 41-43. Holton, 78-79. Brooks Primer, 84. " 82. Holton Primer, 80. Brooks Primer, 85. Jones Reader, 32—Parrot. Brooks, 48-49. Brooks Primer, 21 and 24. Holton Primer, 76. Brooks, 27. " 16-17. Bass Primer, 67 and 83. Jones, 102. Holton Primer, 90 and 93.

HISTORY

Read Introduction to Grades I and III.

Surrounding or type occupations, emphasizing food, clothing, shelter, with which children are familiar, will be used as a basis for the year's work. Modes of living among people of primitive conditions, and interesting facts gleaned from the life of children of other lands will be presented for contrast and comparison with the home environment. The cycle of the year brings the national holidays, which are important in forming national ideals.

I. Community Life:

- a. Farm life in its relation to city life: garden, farm, markets, dairy.
- b. Activities in the neighborhood: carpenter, miner, postman, fireman, policeman, motorman, conductor, soldiers, sailors.

II. Primitive Life:

- a. Indians. Hiawatha used as a basis for this work.
- b. Eskimo.
- c. Cave and Cliff Dwellers.

III. Children of Other Lands:

- a. Pilgrim children.
- b. Dutch children.
- c. Japanese children.
- d. English children.

IV. Celebration of National Holidays:

- a. Thanksgiving; Pilgrims.
- b. Christmas in other lands. England. Holland.
- c. Birthdays: Lincoln, Longfellow, Washington.
- d. St. Valentine's Day.
- e. Easter.
- f. May Day. English May Day.
- g. Memorial Day. Flags. Soldiers.

FIRST HALF YEAR

I. Community Life:

1. City Homes.
2. Farm life in its relation to city life.
 - a. Garden: vegetables, fruits, flowers, storing vegetables and fruit; preparation for winter use; use of garden products; transportation to city.
 - b. Market: location, distance, direction from school and home; appearance; things seen in market; need of farmer to sell his produce; need of city people for farm products; transportation from farm, delivery from market.
 - c. Means of transportation—in country: wagons, trains; in city—trolley; motorman and conductor.

References:

- Bass. *Pioneer Life*, pp. 109-117.
Bryant. How to tell Stories. Marjorie's Garden.
Chamberlain. How we are Fed, pp. 32-38, 18.
Dodge. *Home Geography*, p. 11.
Perdue and Griswold. *Language through Literature, Nature and art*, pp. 60, 62.
Poulson. *Child's World*, pp. 82-90.
Wiltse. *Kindergarten Stories and Morning Talks*, p. 31.

II. Primitive Life:

1. Indians. Hiawatha used as a basis for this work.
 - a. Appearance of our country when inhabited by Indians.
 - b. Home: compare wigwam with homes of our children.
 - c. Dress.
 - d. Food: how obtained and prepared.
 - e. Occupation: Mother and girls; building wigwam, planting grain, pounding corn, preparing food, dressing skins, washing clothing, making baskets, bearing burdens. Father and boys, hunting with bows and arrows; fishing with nets and traps; making nets, canoes, pottery, wampum.
 - f. Picture writing; storytelling; games.

References:

- Bass. *Pioneer Life*, pp. 2-5.
Chance. *Little Folks of Other Lands*, pp. 7-23.
Dutton. *Fishing and Hunting*.
Fox. *Indian Primer*.
Holbrook. *Hiawatha Primer*.

Husted. Stories of Indian Children.
Schwartz. Five Little Strangers, pp. 7-18.
Welsh. Colonial Days.

III. Children of Other Lands:

1. Pilgrims.
 - a. Leaving England. In Holland: Mayflower; voyage, landing at Plymouth Rock.
 - b. The first winter: home, dress, food, friends, hardships.
 - c. The first harvest. The first Thanksgiving.

References:

Poulson. Child's World.
Plan Book. November.
Wiggin and Smith. Story Hour.

2. Christmas.
 - a. Preparation for winter. Clothing—Shepherds and flocks—sheep.
 - b. Christmas in other Lands; Our Christmas; tree, present, Santa Claus; other customs. Christmas in Holland; preparation made by parents; by children; St. Nicholas.

References:

Month by month. December.
Plan book. December.
Proudfoot—Child's Christ Tales.

I. Community Life:

1. Time.
 - a. Divisions of time.
 - b. Modes of telling time; sun dial, hour glass, water clock, King Alfred's Lantern, etc. Clock-face.

References:

Poulson. Child's World.
Perdue and Griswold. Language through Literature, Nature and Art.

II. Primitive Life:

1. Eskimos.
 - a. Appearance of Arctic land compared with our country in winter. Length of day and night; long twilight; Northern lights.
 - b. Vegetation: no trees, little grass, moss and trailing vines, shunken berries.
 - c. Animals: reindeer, polar bear, whale, walrus, seal, birds, fish.
 - d. Compare igloo with wigwam and home of children.

- e. Occupation: Mother and girls, preparing food, making clothes.
Father and boys; hunting with bow and arrow, fishing with harpoon and spear.
- f. Modes of travel: sledges and dogs, boats.
- g. Sports.

References:

- Chance—Little Folks of Other Lands, pp. 23-26.
- Chase and Clow—How We are Clothed, pp. 12-20.
How We Travel, pp. 97-113.
- Carroll—Around the World. I. pp. 9-40.
- Dutton—Hunting and Fishing.
- Dopp—Place of Industries in Elementary Education, pp. 32-35,
121-155.
- Fox—Indian Primer, pp. 68-95.
- Smith—Modern Music Series. Primer, p. 50.
- Shaw—Big People and Little People in Other Lands, pp. 62-69.
- Schwatka—Children of the Cold, pp. 9-212.

SECOND HALF YEAR.

I. Community Life:

1. Our home comforts: compared with Eskimo, Indian.
 - a. Heating and lighting: Coal; mining, miner's work, transportation of coal.
2. Postman: his work, his uniform; mail bag; route, mail box; mail cars and trains; postoffice.
3. Policeman and Fireman:
3. Policeman and Fireman: the guard of public rights; the city hero.

References:

- Chamberlain—How We Are Sheltered, p. 157-167.
- Chase and Clow—Stories of Industry. Vol. pp. 5-24, 67-100.
- Dole—American Citizen.
- Poulson—Child's World, pp. 209-215.
- Hill—Lessons for Junior Citizens.
- Smith—Modern Music Series. Primer, pp. 22, 88.
- Wiltse—Kindergarten Stories and Morning Talks, pp. 40-41.
- Wood—The Children's First Story Book, pp. 50-51.

II. *Celebration of National Holidays:*

1. Heroes.
 - a. Knights of Old. How Cedric became a Knight.
 - b. Child Heroes. Siegfried. Joan of Arc.
2. St. Valentine:
Who he was; his care of poor; messages and gifts of love. Our Valentine. (Review first year work.)
3. Lincoln:
The boy, the man. Stories of boyhood.
4. Washington: the boy, the man. Stories of boyhood.
5. Our Flag. Our Soldiers.

References:

- Bass—Pioneer Life, p. 79.
Bigham—Mother Goose Village, pp. 146, 169.
Harris and Cooley—Field Reader, pp. 10-24, 26, 27, 30, 38.
Pratt—Colonial Children, p. 221.
Poulson—Child's World, pp. 196-197.
Richmond—Second Reader.
Wilson—Nature Reader I. pp. 132-135. Nature Reader II. p. 162, 164, 170.
Wiggin and Smith—Story Hour, pp. 155, 123.
Smith—Modern Music Series I. pp. 15, 16, 22, 41, 49, 54.

III. *Children of Other Lands:*

1. Wind and water as useful agents.
 - a. Winds: different winds; what each brings; uses to nature in autumn; in the spring; uses to man; windmills.
 - b. Water: sources of water supply in the home; pump, faucets, hydrants in streets; public fountains.
2. Dutch children from the land of windmills.
 - a. Country, dikes.
 - b. Homes.
 - c. Dress.
 - d. Occupations: gardening, dairying.
3. Our milkman.
 - a. Dairy farm. b. Milk stations. c. Delivery to customers.
4. Sugar-making.
 - a. Time, kind of trees.
 - b. Sap: collecting, boiling, etc.

References:

- Chase and Clow—Stories of Industry. Vol. II, p. 100-107.
Chamberlain—How We Are Fed, pp. 41-53.
How We Travel, pp. 114-121.
Chance—Little Folks of Many Lands, pp. 37-52.
Carroll—Around the World. I. pp. 102-123.
New Century Readers, p. 183.
Grover—Art. Lit. Reader, II. p. 4.
Poulson—Child's World, p. 157, 158, 160, 161.
Shaw—Big and Little People of Other Lands, p. 83, 91.
Wilson—Nature Reader, II. p. 4.

IV. Celebration of National Holidays:

1. Easter-awakening of life.
(See First Year outline.)
2. Arbor Day.
 - a. Trees. b. Celebration.
 - a. Flowers. b. Our May Day customs. c. English May Day.
May-pole dance.
4. Maryland Day.
 - a. Why we keep the day.
 - b. Patriotic Songs.
5. Memorial Day.
Tell Story from *In Storyland*.

References:

- Bryce—Aldine Second Reader, p. 17.
Grover—Outdoor Primer, pp. 44, 50, 56.
Harrison—In Storyland, p. 198.
Maryland Year Book.
Proudfoot—Child's Christ Tales, p. 1-4.

I. Community Life:

1. Farming and Gardening.
 - a. Spring planting; work in farm.
 - b. Preparation of ground; tools used; helpers, wind, sun, rain, man; what planted; how growth was helped by man—cultivation; conditions necessary for growth; purpose in planting so much.
 - c. Home gardens.
 - d. School gardens.

References:

- Bryant—How to Tell Stories. Marjorie's Garden.
Chamberlain—How We Are Fed, pp. 32-38.
Grover—Outdoor Primer. Overall Boys.
Wiltse—Kindergarten Stories and Morning Talks.
Poulson—Child's World.

III. Children of Other Lands:

1. Japanese Children from the land of Sunshine and Flowers.
 - a. Country. b. Homes. c. Dress. d. Occupation. e. Sports and games.

References:

- Carroll—Around the World, I. pp. 139-159.
Chamberlain—How We Travel, pp. 55-93.
Chance—Little Folks of Other Lands, p. 95.
New Century Reader, pp. 77, 79, 90, 95.
Harris and Cooley—Japanese Lullaby. Field.
Norton—Heart of Oak, I. p. 41.
Richmond—Second Reader, p. 98.

II. Primitive Life:

1. The Cave Boy.
 - a. The family: the home, dress, food; what they liked to do—the children, the father, the mother.
 - b. Occupation: mother and girls; preparing food, gathering food, making baskets; sewing. Father and boys: protecting the family, hunting. Children's work and play—school, drawing pictures, making a bow, spear.
 - c. Tools: club, bow, ax; stone weapons; spear.
 - d. Taming animals. The goat. The dog.
 - e. The Coming of Fire.
2. The Cliff Dwellers.
 - a. Picture the country, cliffs, valleys, plains.
 - b. Enemies and dangers.
 - c. Home of the cliff-dwellers.
 - d. Construction of the house: material, labor involved, rooms, size, characteristics.
 - e. Occupation: pottery, weaving, agriculture.
 - f. Things made: bone needle; thread of yucca fibre, arrows of reed; stone axes, drinking cups, vases, lamps, baskets.
 - g. The Watch Tower: use; how built.

References:

- Dopp—The Cave Men.
The Tree Dwellers.
Lolami.
McIntyre—The Cave Boy.
Wiley and Edick—The Cliff Dwellers.

SECOND SCHOOL YEAR—GRADE II

LITERATURE

FIRST HALF YEAR

Read Introduction to Grade I.

Some stories are chosen for oral reproduction and dramatization, some as basis for reading lessons, some for pure delight.

Stories told by the teacher are reproduced by the children in short sections or parts as they are presented;—as much correction of bad English as can take place without serious interruption of the child's thoughts.

Memorize poems by teaching the *thoughts* of the poem as units or wholes, rather than automatically line by line. Morning exercises, special occasions will furnish motive for excellence in preparations.

STORIES

September:

Golden Rod and Aster.

Children's Hour, p. 199.

Nature Myths. Cooke, p. 13.

All the Year Round, p. 3.

The Sleeping Apple.

Child's World, p. 7.

The Ant and the Grasshopper.

Children's Hour, p. 328.

Woodley, I, p. 70.

October:

The Fox and the Grapes.

Stepping Stones, II, p. 30.

The Goats in the Rye Field.

Jones' Second Reader.

The Farmer and the Lark.

Stepping Stones, II, p. 18.

Jones' Second Reader, p. 73.

Stories to Tell Children, p. 80.

The Hare and the Tortoise.

Alsop's Fables, p. 106.

Stepping Stones, II.

November:

The Anxious Leaf.

Art. Literature, II, p. 66.

Morning Talks. Wiltse, p. 34.

The Four Musicians of Bremen.

Child Life in Tale and Fable, p. 137.

King Midas.

Woodley, I, p. 164. In Mythland.

Language through Lit., Nat. and Art., p. 153.

The Crane Express.

In the Child's World, p. 14.

Clytie.

In Mythland, p. 104.

December:

The Discontented Pine Tree.

How to Tell Stories. Bryant.

Children's Hour, p. 188.

St. Christopher and the Christ Child.

Story Hour. Smith.

Kindergarten Stories and Morning Talks. Wiltse.

Piccola.

Story Hour. Wiggin and Smith, p. 156.

Stories to Tell to Children, p. 95.

Christmas in the Barn.

Child's World, p. 119.

The Bird's Christmas.

Child's World, p. 125.

January:

The Honest Woodman.

Child's World. Poulson.

Stepping Stones, III, p. 24.

Why the Bear is Stumpy Tailed.

Nature Myths. Holbrook, p. 72.

How Fire Came to Men.

Nature Myths. Holbrook.

The Line of Golden Light.

In Storyland. Harrison, p. 20.

Blessed Eyes.

In Storyland. Harrison, p. 36.

SECOND HALF YEAR

GRADE II

February:

How Cedric Became a Knight.

In Storyland. Harrison, p. 143.

Stepping Stones IV. p. 55.

The Search for a Good Child.

Mother Stories. Lindsay.

Philip's Valentine.

Child's World. Poulson, p. 191.

Dick Whittington and His Cat.

Fifty Famous Stories. Baldwin, p. 140.

Old World Wonder Stories, p. 1.

March:

Hans and the Four Big Giants.

In Storyland, p. 86.

Mother Stories. Lindsay.

The Hero of Haarlem.

How to Tell Stories. Bryant, p. 239.

Stepping Stones III, p. 119.

Richmond Second Reader, p. 84.

The Ugly Duckling.

Stepping Stones III, p. 40.

Fairy Tales. Anderson, p. 121.

Fairy Tales Every Child Should Know, p. 281.

Why the Robin's Breast is Red.

Nature Myths. Cooke, p. 24.

Nature Myths. Holbrook.

Why the Woodpecker's Head is Red.

Nature Myths. Holbrook.

Nature Myths. Cooke, p. 29.

All the Year Round. p. 92.

April:

The Pea Blossom.

Child's World. Poulson, p. 57.

Kindergarten Stories and Morning Talks, p. 34.

Sleeping Beauty.

Children's Hour, p. 141.

Fairy Stories Every Child Should Know. p. 229.

The Lombardy Poplar.

Nature Readers II. Wilson, p. 230.

Nature Myths. Cooke, p. 56.

The Dog and His Shadow.

Jones' Second Reader.

May:

Little Goat Bruse.

Tales from the Norse, p. 264.

Fairy Stories and Fables, p. 20.

Rhymes and Stories. Lansing, p. 92.

Apollo and Daphne.

In Mythland.

Nature Reader II. Wilson, p. 245.

Snow White and Rose Red.

Fairy Tales. Grimm, p. 201.

Child Life. Second Reader, p. 88.

The House in the Woods.

Fairy Tales. Grimm.

June:

Why the Morning Glory Climbs.

How to Tell Stories. Bryant, p. 137.

Star Dollars.

How to Tell Stories. Bryant, p. 156.

Boy and the Wolf.

Aesop's Fables.

Stories to Tell Children. p. 68.

Beauty and the Beast.

Fairy Book. D. M. Craik.

Fairy Stories Every Child Should Know, p. 352.

Suggested List:

How West Wind Helped Dandelion.

Child's World, p. 65.

One Eye, Two Eyes, Three Eyes.

Fairy Book. Craik.

Fairy Tales Every Child Should Know, p. 1.

Puss in Boots.

Fairy Stories Every Child Should Know.

The Lantern and the Fan.

Nature Myths. Holbrook.

The Porcelain Stove.

Story Hour. Wiggin and Smith.

Belling the Cat.

Aesop's Fables.

Aeolus, the Keeper of the Winds.

Aldine Second Reader, p. 84.

The Story of Ulysses.

In Mythland, p. 31.

Owney.

Stories of Brave Dogs.

The Crow and the Pitcher.

Stepping Stones II, p. 143.

King Solomon and the Ants.

Nature Myths. Cooke, p. 18.

King Solomon and the Bees.

Nature Myths. Cooke, p. 16.

Lang. through Lit. Nat. and Art, p. 207.

Raggylug.

Seton-Thompson.

Stories to Tell Children, p. 130.

Moon Stories.

Child's World, p. 404.

Nature Myths, pp. 179, 184, 188, 193, 197.

Stories for Reproduction and Dramatization:

1. The Sleeping Apple.
2. The Fox and the Grapes.
3. The Goats in the Ryefield.
4. The Farmer and the Lark.
5. The Four Musicians of Bremen.
6. The Hero of Haarlem.
7. Sleeping Beauty.
8. The Lombardy Poplar.
9. Hans and the Four Big Giants.
10. The Honest Woodman.
11. How Cedric Became a Knight.
12. The Hare and the Tortoise.

In addition to the reproduction and dramatization of three to six stories from the previous year children will be held responsible for six stories as a minimum requirement. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, are required from the above list; teacher may select two others from the same list, and any others from previous lists. *An average of one story a month* for reproduction and dramatization is the maximum requirement. At the end of the year *each* child should be able to tell three stories presented during the year.

FIRST HALF YEAR

POEMS

September:

Golden Rod.

Little Folks' Lyrics, p. 22.

The Sun's Travels.

Stevenson. Child's Garden of Verse.

Autumn Fires.

Stevenson. Child's Garden of Verse.

The Hayloft.

Stevenson. Child's Garden of Verse.

Bed in Summer.

Stevenson. Child's Garden of Verse, p. 16.

Art Literature II, p. 13.

My Shadow.

Stevenson. Child's Garden of Verse, p. 44.

Art Literature II, p. 14.

October:

The Lamplighter.

Stevenson. Child's Garden of Verse.

October's Party.

Hiawatha's Chickens.

Stories of Indian Children.

Husted, p. 84.

Hiawatha's Canoe.

Hiawatha Primer.

Hunting the Red Deer.

Hiawatha Primer.

November:

The Rainbow.

Hiawatha Primer.

North Wind, South Wind, East Wind, West Wind.

Stories of Indian Children, pp. 64-74.

Thanksgiving Day.

L. M. Child. Language Through Literature, Nature, and Art.

Lazy Sheep.

Jane Taylor. Stepping Stones II, p. 110.

December:

Santa Claus and the Mouse.

While Stars of Christmas Shine.

Child's World. Poulson, 122.

A Real Santa Claus.

Sherman. Little Folks' Lyrics, p. 53.

The Land of Story Books.

Stevenson. Child's Garden of Verse.

January:

The Rock-a-by-Lady.

Field.

The Land of Counterpane.

Stevenson. Child's Garden of Verse, p. 41.

Art. Lit. Reader II, p. 22.

The Snow Flakes.

Nature Reader II. Wilson. p. 91.

Three Little Kittens.

Nursery Rhymes. Welsh.

Rhymes and Stories. Lansing, p. 39.

SECOND HALF YEAR

February:

Three Little Sisters.

Marching Song.

Stevenson. Child's Garden of Verse.

America. (Two Verses.)

Smith. Poems Every Child Should Know.

Stepping Stones II, p. 90.

Talking in their Sleep.

Edith M. Thomas. Language through Literature, Nature and
Art, p. 38.

March:

Windy Nights.

Stevenson. Child's Garden of Verse.

The Wind.

Stevenson. Child's Garden of Verse.

Art. Literature II, p. 23.

The Cow.

Stevenson. Child's Garden of Verse, p. 52.
Art. Literature II, p. 18.

What the Winds Bring.

E. C. Stedman.

April:

Rainbow Fairies.

Hadley. Language through Literature, Nature and Art, p. 73.

Little Gustava.

Thaxter. Stepping Stones III, p. 35.

Spring Song from Pippa Passes.

Browning. Stepping Stones III, p. 16.

Billy and Me.

James Hogg.

Japanese Lullaby.

Field. Nature in Verse, p. 179.

May:

Where go the Boats?

Stevenson. Child's Garden of Verse.

How do Robins Build Their Nests?

George Cooper.

The Dewdrop.

F. D. Sherman.

The Brown Thrush.

Language Through Literature, Nature and Art.

June:

Seven Times One.

Jean Ingelow. Woodley I, p. 14.

Stepping Stones II, p. 147.

All Things Bright and Beautiful.

Stepping Stones II, p. 142.

The Discontented Buttercup.

Sara Orne Jewett. Aldine Second Reader, p. 81.

Sunbeams.

Nature Readers II, p. 31.

The Swing.

Stevenson. Child's Garden of Verse.

Suggested List:

Any poems listed under Grade I.

Selections may be made from Teacher's Reference Books and from Children's Library Books, avoiding the presentation of any poems listed for Grade III.

SELECTIONS FOR MEMORIZING:

1. Bed in Summer.
2. The Swing.
3. My Shadow.
4. Hiawatha's Chickens.
5. Autumn Fires.
6. Thanksgiving Day.
7. Seven Times One.
8. The Brown Thrush.
9. Marching Song.
10. Japanese Lullaby.
11. Rainbow Fairies.

Second year classes will be held responsible for six of the above poems, in addition to three to six poems memorized in Grade I. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, are required; the teacher may select three others from the above list, and any additional ones from previous lists. *An average of one poem* a month for memorizing is the maximum requirement. At the end of the year *each* child should be able to recite three poems from the list.

Memory Gems: An average of *one short memory gem a week* should be placed on the blackboard to be memorized. These should be copied by the pupils into a blankbook, or on paper set apart for that purpose, and the copying should be done as part of the work in penmanship.

CHILDREN'S LIBRARY BOOKS TO BE USED FOR "PLEASURE
READING."

Bass, Florence,
First Reader.
Plant Life.
Animal Life.

- Bannerman, Edith,
 Little Black Sambo.
- Blaisdell, H. F.,
 Child Life, I.
- Beckwith, M. F.,
 In Mythland.
- Bryce, Katherine,
 Aldine Primer.
 Aldine First Reader.
 Aldine Second Reader.
- Craik, Dinah M.,
 Bow-wow and Mew-mew.
- Carroll,
 Around the World, I.
- Dutton,
 Fishing and Hunting.
- Fox,
 Indian Primer.
- Grover, Eulalie Osgood,
 Art Literature Primer.
 Art Literature Reader I.
 Art Literature Reader II.
 Sunbonnet Babies.
 Outdoor Primer.
- Harris and Cooley,
 Eugene Field Reader.
- Lansing,
 Rymes and Stories.
- Norton,
 Heart of Oak, Book I.
- Pratt, Mara L.,
 Legends of Red Children.
- Shaw,
 Little Folks of Other Lands.
- Wiley and Edick,
 Children of the Cliff.
- Wiltse,
 Folk Lore Stories.
- Wright, Julia McNair,
 Seaside and Wayside, I.

Wood, May H.,
The Children's First-Story Book.
Warne,
Peter Rabbit.
Welsh, Charles,
Nursery Rhymes.
Goody Two Shoes.

SECOND SCHOOL YEAR—GRADE II

READING

FIRST HALF YEAR

Read Introduction to Grades I and III.

Material:

Some interesting topic in History, Nature-study, Literature, which can be wisely adapted to the children's needs and interests in reading. (See Outlines.)

- a. Language reading.
- b. Selected lessons in the *second* half of Jones' First Reader and Stepping Stones I, should be briefly reviewed by correlating them with chosen topics.
- c. Selected lessons from Jones' Second Reader, Stepping Stones, II.
- d. Supplementary Reading. Fishing and Hunting, Hiawatha Primer, Pleasure Reading Books.

Method:

- a. Oral work precedes, the essential thought being recorded in natural, child-like terms upon the board. This may be the class-story to which the children contribute; it may be wholly constructed by the teacher, and, occasionally, the independent work of children may be used.
- b. The teacher's preparation precedes, securing *good English* expression through logical sequence of questions. Good structure and form observed in title, paragraph, and the sentences.

- c. Smoothness and facility secured through drill on phrases, words, sentences.
- d. Expression secured through questions, and imitation of the teacher and good readers in the class.
- e. Preparation of blackboard and book lessons. (See, Second Half Year, Grade I.
- f. Correlation of Topics and Book-reading lessons. (See pp.)
- g. Oral reading.
- i. Silent reading.

Material:

See *Phonetics for Schools*, pp. 28-44.

Phonetics:

- Review sounds of consonants and short vowels: simple phonograms.
- Long vowel sounds. Simple phonic laws for long and short vowels. Suffixes—ing, ed, er, est.
- Building and blending words of short and long vowel sounds.
- Selected words for daily drill in enunciation and pronunciation.

Method:

- a. Drill on consonants and phonograms from charts and blackboard.
- b. Familiar word presented, analyzed into its parts, building other words upon the phonetic syllable, or, making rhyme words.
- c. Phonetic lists recorded in books for this purpose. Children held responsible for the work presented.
- d. Developing the rule which is to be memorized.
- e. Use of words in phrases and sentences.

Work Study:

- a. Increase the vocabulary through repetition of sight words; through building phonetic words.
- b. *Flash* work for recall and drill. Devices: blackboard, word cards, games.
- c. Enunciation: pronunciation drills, children discovering pronunciation through syllabication and sounds, and through meaning or use in a sentence.

Spelling:

Sight and phonetic words growing out of language and reading which children need for daily use. Teach the pupil to

write from sight or dictation words with which he is familiar, and as need for the words arise in written work.

- a. Sight *Flash*—four to six words, increasing to eight and ten by daily review of old words.
- a. Sight—flash—four to six words, increasing to eight and
- b. Dictated—words in phrases; in sentences; oral work.
- c. “Dictionary” or Spelling Book—phonetic word lists; word collections on various criteria; words commonly misspelled; unusual words.
- d. Children held responsible for the words given—weekly and monthly reviews.

Seat-Work:

NOTE: See First School Year. Continue cutting, modelling, folding, etc.

1. As much blackboard as possible.
2. Word-lists: sight and phonetic collections, written and illustrated.
3. Sentences written and illustrated.
4. Copying *class story*, elliptical sentences, reproducing a sentence or sentences after erasure.
5. Writing an independent sentence or sentences suggested by the lesson; a simple story.
6. Transcription.
7. Train pupils to look over written work carefully to discover and correct mistakes before the paper is taken.

At the end of the first half year, children should be able to read the easier lessons of the Second Readers with ease, naturalness and expression; use phonetics in discovering new words, know oy, oi, ou, ow, gr, ight; endings: ing, ea, ed, er, est, ly, y, less, and be able to spell orally and in writing simple words of the vocabulary when given in lists or in sentences.

Reading material equivalent to one Second Reader is the minimum requirement.

Children whose work is unsatisfactory should be given an opportunity to repeat the work at this time.

SECOND HALF YEAR

SECOND HALF YEAR. (*Continued*)

Read Outline for First Half Year.

The work of the First Half Year continued. Read suggestions.

At the end of the Second Half Year, children should read with ease from any of the grade books, including supplementary, showing by the reading reasonable apprehension of the thought; should use phonetics with skill in discovering new words, and know two phonic rules; should be held responsible for the words of the spelling lessons throughout the year, this being determined by dictation in lists and sentences, and in independent composition.

The equivalent of two Second Readers, one supplementary and one Pleasure Reading Book, is the minimum requirement.

Children whose work is unsatisfactory in reading, spelling, or phonetics should be given an opportunity to repeat the work at this time.

SECOND SCHOOL YEAR—GRADE II

NATURE STUDY

Read introduction to Grade I.

Set problems based upon live situations.

AUTUMN: SEPTEMBER, OCTOBER, NOVEMBER

I. *Animal Life:*

1. Birds, Crow, Sparrow.

- a. The bird's home, how he is fed, his first suit, how he changes his clothes, his first flight, his education. The bird's language, how he eats, where he sleeps, his habits, his family and friends, etc.
- b. Stories of birds.

References:

Miller. First Book of Birds.

McMurry. Nature Study Lessons, p. 120.

Wilson, Nature Study for Elementary Schools, pp. 100-101.

Wiggin and Smith, Story Hour.

2. Insects: Butterflies, House Fly.

a. Life, history and habits observed from watching development in boxes, and observation in natural surroundings.

b. Name insects that are beautiful.

c. Those that are common, and either useful or injurious.

References:

Hodge. Nature Study and Life. Chaps. XIV, XV.

Wilson. Nature Study in Elementary Schools, pp. 50-53, 236, 58, 59.

3. Pets: Dog, Cat.

a. Problems:

1. How does the cat take care of itself?

2. Ensure safety from enemies?

3. Care of young.

4. Cats as pets.

b. Stories of cats and dogs.

References:

McMurry. Nature Study Lessons, p. 3-19.

Poulson. Child's World.

Wiltse. Kindergarten Stories and Morning Talks.

4. Domesticated Animals: Sheep; Animal coverings.

Hibernation of animals: toad, bear.

References:

Hodge. Nature Study and Life, Chap. XVI.

McMurry. Nature Study Lessons, pp. 37-43.

Wilson. Nature Study in Elementary Schools, pp. 100-101.

II. Plant Life:

1. Competitive flower-raising. Nasturtium or Calliopsis.

Collect and prepare seeds for the spring work. Each child should participate in the competition.

Reference:

Hodge. Nature Study and Life, Chap. VI.

2. Garden Work.

a. Window gardens: Preparation of plans for winter. Collect

- and plant seeds. Study bulbs, hyacinth, crocus, and plant for late winter blooming.
- b. Fruits and vegetables: apple, potato, acorn.

References:

- Cooke. Nature Myths.
Poulson. Child's World.
Wilson. Nature Study in Elementary Schools, pp. 96-98.

3. Flowers.

- a. School-room flower. Geranium or petunia.
b. Autumn flowers: garden and field. Collections.

References:

- Hodge. Nature Study and Life, Chap. VII.
McMurry. Nature Study Lessons, pp. 141, 142.
Wilson. Nature Study for Elementary Schools, pp. 18-37.

4. Seeds.

- a. Dissemination: cockle burr, beggar's lice, Spanish needle, burdock, dandelion.
1. Carried by animals.
2. By the wind.
3. By water.
b. Grains: Wheat, corn; uses.
c. Collections.

References:

- Poulson. Child's world.
Wilson. Nature Study for Elementary Schools, pp. 71-79.
Wilson. Nature Readers, I, II.

5. Trees.

- a. One tree chosen as the class tree for study throughout the year: oak, maple, birch, or chestnut.
1. Recognition by sight, sound, touch, taste, smell.
2. Excursion.
b. Naming: Fruit trees, forest trees.
c. Winter buds. Observe changes.

References:

- McMurry. Nature Study Lessons, pp. 164, 167, 175.
Poulson. Child's World.

III. *Weather Conditions:*

1. Daily weather record.
Wind, clouds, Picture of Day.

2. The Sun as a source of heat.
3. Stories about the Sun and Moon.

IV. *Incidental Work:*

1. Lessons about plants, animals, minerals, which the children are encouraged to bring.
2. Excursion to chosen tree, to collect leaves, seeds and flowers.

WINTER: DECEMBER, JANUARY, FEBRUARY

I. *Animal Life:*

1. Birds: Owl, Chickadee.
(See previous outline.)

References:

Hodge. *Nature Study and Life*, p. 494-334.
McMurry. *Nature Study Lessons*, p. 113.
Wilson. *Nature Study in Elementary Schools*, pp. 164, 146, 147.

2. Rats and Mice.
Habits, destructiveness, modes of trapping.

References:

Hodge. *Nature Study and Life*, p. 409.
McMurry. *Nature Study Lessons*, p. 56.

3. Domesticated Animals: Horse. (Subject continued in Grade III.)
 - a. Set simple problems which will give ideas of use, care and structure.
 - b. Feeding, watering, grooming, shoeing, driving, blanketing.
 - c. Stories of trained horses; fire department, circus.

Reference:

Hodge. *Nature Study and Life*, p. 28.

4. Pond Life. Observe and study toad. Fish in aquarium.

References:

Hodge. *Nature Study and Life*, p. 393.
Poulson. *Child's World*.
Wilson. *Nature Study in Elementary Schools*, pp. 117-123.

II. *Plant Life:*

1. Flowers.
 - a. School-room flower—geranium or petunia; hyacinth, crocus, or tulip.
 - b. Bulbs—Hyacinth.

Reference:

Wilson. Nature Study in Elementary Schools, pp. 96-98.

2. Seeds.

a. Germination of beans, peas, corn. Study progress of these seedlings through one month's growth. Use moist blotting paper, sawdust, cotton, sand soil. Attempt no explanation, but let children observe.

b. Grow plants in vessels of water; onion, carrot, sweet potato.

References:

Bass. Plant Life.

Wilson. Nature Study for Elementary Schools, pp. 133, 143.

3. Fruits and Vegetables.

Tropical fruits; orange or banana.

4. Trees.

a. Evergreens, Holly.

b. Study chosen tree in winter, condition of winter buds.

References:

McMurry. Nature Study Lessons p. 181.

Wilson. Nature Study for Elementary Schools, pp. 114, 115.

III. *Weather Conditions:*

a. Daily weather record.

b. The moon and its phases. The stars; simple observations.

Ice. Frost.

c. Stories about Moon and Stars.

References:

Bryant. Nature Myths.

Poulson. Child's World.

Wilson. Nature Study in Elementary Schools, pp. 102-105.

IV. *Incidental Work:*

a. Lessons about plants, animals, minerals, which children are encouraged to bring.

b. Collections of pictures of pets, domesticated animals, animals of hot and cold lands. Collections of shells, minerals.

SPRING: MARCH, APRIL, MAY, JUNE

I. Animal Life:

1. Birds, Bluebird, Robin, Duck, Wren.
 - a. See previous outline.
 - b. Bird charts.

References:

McMurry. Nature Study Lessons, pp. '86, 91.
Wilson. Nature Study in Elementary Schools, pp. 184.

2. Insects: Bees, Potato Beetle.

References:

Hodge. Nature study and Life, pp. 222, 228.
Wilson. Nature Study in Elementary Schools, pp. 48, 184, 236.

3. Pond Life: Fish, frogs. Earthworms.
(Continued in Grade III.)

References:

Hodge. Nature Study and Life, p. 393.
Poulson. Child's World.
Wilson. Nature Study in Elementary Schools, pp. 117, 122.

4. Domesticated animals. Cow.
See previous outline.
5. Animals at the circus.
Stories of animals which illustrate their characteristics.

References:

Bryant. How to Tell Stories.
Eggleston. Stories of Great Americans for Little Americans.
Kipling. Jungle Book. Just-So Stories.
McMurry. Nature Study Lessons, p. 30.
Poulson. Child's World.

II. Plant Life:

1. Competitive flower-raising. Nasturtium or Calliopsis.
Each child should participate in this competition.

Reference:

Hodge. Nature Study and Life, Chap. VI, VIII.

2. Garden Work:
 - a. Window gardens: flowers or vegetables; nasturtiums, or beans, peas, or corn, and study growth. Each child should have a flower pot or tin can with holes in the bottom.

- b. Home and school outdoor gardens: lettuce, radishes, onions, peas.
- c. Soils: Kinds, preparation, etc., for flower pots.
- 3. Flowers:
 - a. Wild: buttercup, daisy, violet, tulip, clover, dandelion.
 - b. Common street plants: shepherd's purse, pepper grass, chickweed.

References:

- McMurry. Nature Study Lessons, pp. 152, 160.
- Hodge. Nature Study and Life.
- Wilson. Nature Study in Elementary Schools, pp. 244-246, 248-250.

- 4. Fruits and vegetables:
 - a. Naming: fruits of trees, shrubs, vines; tropical cherry.
 - b. One vegetable raised by children in the garden.
- 5. Trees:
 - a. Study chosen tree (See previous outline).
 - b. Buds, flower seeds, leaves of at least one other tree; maple, willow, or elm.

References:

- McMurry. Nature Study Lessons, pp. 164, 171.
- Wilson. Nature Study in Elementary Schools, pp. 201, 209, 218, 221.

III. Weather Conditions:

- 1. Daily weather record.
- 2. Stories about wind, sun, rain, dew.

References:

- Arnold and Gilbert. Stepping Stones II, pp. 85, 96, 106.
- Wilson. Nature Study for Elementary Schools, pp. 10-15.

IV. Incidental Work:

- 1. Lessons about plants, animals, minerals, which the children are encouraged to bring.
- 2. Collections of flowers, buds.
- 3. Charts or records of weather observations, kept in writing with a picture of the day.
- 4. Calendars—bird, flower, bud.
- 5. Excursions.

NOTE: Much of this work will be given incidentally, though not accidentally, throughout the school day whenever opportunity offers. Formal lessons should be spontaneous, generating interest in observations of common nature objects and phenomena. In school where two grades are in one room the work will be given in a two-year cycle; the outline for Grade I one year, followed by outline for Grade II the succeeding year.

SECOND SCHOOL YEAR—GRADE II

LANGUAGE

Children should talk or write under an impulse or wish to say something. Teachers should exercise discrimination and judgment in selection of subjects suited to children. The work follows the same line of work as Grade I. (See introduction to Grade I.)

I. Oral Composition:

1. Conversation.

- a. See same topic. (First School Year. Grade I.)
- b. The following subjects furnish interesting data for conversation, based upon observation and experience: Nature-study, history, games, toys, pictures, handwork. See Outlines in Nature-study, History, Handwork.

2. Story telling. See Literature.

- a. Stories; poems: told in parts, in wholes; dramatized, recited.
- b. See same topic, First School Year, Grade I. Teacher should occasionally record the oral composition of the children.

II. Written Composition:

1. Writing.

- a. Much large, free written work at board. Attention given to form and movement.
- b. Proportion of letters emphasized.
- c. One-inch spaced lines, one-inch margin continued. Narrow lined paper used last half year.
- d. *Do not* use pen and ink in this year.
- e. Special exercises in correcting common errors.
- f. A short verse, memory gem or proverb copied once a week.

2. Written work.

- a. See Seat-work for Reading. Grade 1.
- b. Records made of conversation lessons and story-telling in simple Class stories and in independent story or composition. Simple descriptions of objects, nature, toys, games, handwork; reports of excursions, simple reproductions of stories.
 1. Class story or Class composition. All members of the class contribute. The best is accepted, and written on blackboard, copied by children in part or as a whole. Illustrations freely used. Paragraph form observed.
 2. Independent composition. Simple paragraphs or groups of connected sentences. Let children write at board whenever possible. Teacher supervises the work of each child, helping with new or unusual words to be spelled preventing grammatical errors, making suggestions to improve structure and form, aids in enlargement or enrichment and spontaneity—in short—she makes success possible to each child according to her ability.

One independent composition under supervision a week is required.

One independent composition a week, without supervision, is also required work.
 3. Occasional dictation of a very short paragraph, or simple story; a summary of conversation lesson; a stanza committed to memory.

NOTE: Independent written work should be the second exercise of the day following the development lesson, much of the work being done at the board under the direct supervision of the teacher.

III. Technical Work:

NOTE: While these lessons are called formal language lessons they should be as informal as may be; the necessary corrections and drills should be kept within the channels of spontaneous activity. Use language games freely, at close of reading lessons, or at beginning of language lesson.

- a. Capitals: Names of persons, places, days of week. "O" first word in line of poetry. Children copy *one memory gem or proverb* a week as writing lesson.
- b. Punctuation. Period in abbreviations given below. Interrogation point, comma, apostrophe, quotation marks. (Correct copying of the last one.)

- c. Abbreviations: Mr., Mrs., St.
- d. Use of this and that, these and those.
- e. Correct form of pronoun after is and are. It is I. It was she.
- f. Correct use of *teach* and *learn*; doesn't, don't; off, of, can, may.
- g. Irregular verbs. Use in lively games.

break, broke, broken.	go, went, gone.
come, came, come.	see, saw, seen.
eat, ate, eaten.	teach, taught, taught.
throw, threw, thrown.	do, did, done.

The above list of words involve some of the most common errors.
- h. Exercises in transcription, observing carefully the punctuation.
- i. Paragraph form should be observed in all Class Stories.

Children should acquire during the Second School Year the *habit* of looking over written work carefully to discover and correct mistakes before handing it to the teacher. Work should show careful margins, correct spacing, and good paragraph form. Careless work cannot be accepted.

The children should show reasonable proficiency in written work and increased facility and ease in oral work. The ability to re-tell simple stories, and to recite a few poems in a natural way, in addition to the above should constitute the requirement for promotion to Grade III.

SECOND SCHOOL YEAR—GRADE II

ARITHMETIC

The earliest ideas of number and form are largely gained by experience with objects. The child should feel that mathematical processes have been devised to meet a need; accordingly, problems which grow out of every-day experiences should find place in the regular work. Handwork, history, nature study, games furnish much available material. The work

should be of such a nature that it teaches him to think, to observe, to discriminate, and thereby helps him to estimate—to judge, test and verify. The idea of ratio and relation of number should be continued and extended in all the work.

Drill should be given at the time that the need for a fact or a process arises. Games can be successfully utilized to lessen the tedium of drill. The work includes counting, grouping, measuring, and reading and writing of numbers; acquaintance with the units of measurement needed in various kinds of hand-work, etc. All the fundamental operations are employed as needed, and should be so mastered as to be used with skill and accuracy.

FIRST HALF YEAR

1. Development of Number Relations.

Review numbers 4, 5, 6, 8.

Observe the following order in presenting new number relations:

5, 10; 6, 12; 7, 14; 8, 16; 9, 18; 20; 24; 16, 32.

Make 32 the limit of numbers used.

Follow the plan of Grade I used in presenting two times and one-half, three times and one-third, four times and one-fourth, using solids, surfaces, etc.

Applications of number relations in measures. Oral and written work.

2. Denominate numbers—teaching the new measures.

gallon; quart, peck, bushel.

nickel, dime, quarter.

year, half year, week; dozen.

ounce, pound; inch, foot.

Write each day the current date.

Dwell upon the number facts of addition, subtraction, multiplication and division within the limits of these series.

Fractional parts $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{3}{8}$, $\frac{1}{3}$.

Problems in buying and selling.

Problems in using $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$.

Abbreviations and signs used by the teacher only.

Oral and written work.

3. Counting—recording—incidental number work.

Limit to 100 objects.

Games, scores. Ball tossing, tenpins, marbles, dominoes, card games, target, bean bag.

School room materials: pencils, books, erasers, crayons, etc.

Number of children: class groups, in attendance, boys, girls, enrollment, absence, tardiness, age, size and weight of children. children.

Nature Study: number of seeds, parts of flower, legs or wings of animals.

Common objects at school, at home, in neighborhood.

Card games, etc.

Building up number series through the use of inch cubes, and other objects.

Count and write by 2's, 3's, 4's, 5's, 10's to 50.

4. Abstract number work—seatwork—written work.

Addition of numbers of one figure. Limit to five addends. Use vertical form.

Addition and subtraction of easier combinations. Subtraction by the additive method, e. g.:

$$\begin{array}{r} 5 \quad 5 \quad ? \quad 7 \quad 7 \\ 2 \quad ? \quad 2 \quad ? \quad ? \\ \hline 7 \quad 7 \quad 7 \quad 5 \quad 2 \end{array}$$

Observe equal groupings; then unequal groupings; first *with objects*; later, without them.

Table making within the limits of the number studied, and in relation to the number, e. g.:

20—2's to 20; to 30.

4's to 20; to 32.

5's to 20; to 40.

Subtraction of numbers of two orders—without borrowing or carrying.

Multiplication and division. Products and dividends—limited to 32.

Written problems, involving application of abstract numbers: for reading, for illustration, for oral solution.

Original problems given orally by the children based upon abstract numbers presented on the blackboard by the teacher.

SECOND HALF YEAR

1. Development of Number Relations.

Observe the following order: 12, 24, 36; 16, 24, 48; 30, 60; 50, 100.

Make 60 and 100 the limit for numbers used.

Follow the plan for Grade I, using solids, surfaces, etc., in presenting five times and one-fifth, six times and one-sixth. Application of number relations in measures; in simple ways related to childish interests.

Oral and written work; fundamental operations, and simple problems.

2. Denominate numbers.

Use the denominate numbers already taught:

inch, foot, yard.

week, month, day, hour, quarter hour, half hour.

clock face, telling time.

dime, quarter, dollar.

Fractional parts: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{6}$, $\frac{1}{3}$; oral and written.

Problems in buying and selling, in distributing, in measuring, giving, gathering. Simple bills.

Other centres of childish interest: toys, Christmas tree, milkman, car-fares, orchard, garden, market, flag day.

Problems using fractional parts freely.

Oral and written work. Original problems by children.

Abbreviations and signs used by teacher only.

3. Counting—recording—incidental number work.

Continue the work of the First Half Year.

Limit to 100 objects.

Count by units of measure. Translation exercises, e. g.:

2 pints = 1 quart.

3 pints = 1 quart 1 pint.

4 pints = 2 quarts.

Count by equal groupings; unequal groupings, forward and backwards.

Count and write by 2's, 4's, 3's, 6's to 60; by 2's, 5's, 10's to 100.

4. Abstract number work—seatwork—written work.

The forty-five combinations 1 to 9 in addition and subtraction.

1 9

— —

Drill in increasing and diminishing a series of numbers—ending with the same digit by any number of one figure:

16	26	36	46	56	56	46	36	26
9	9	9	9	9	9	9	9	9
—	—	—	—	—	—	—	—	—

Addition: Single columns of five to seven addends for rapid drill; addition of numbers of two figures, limit to three and four addends. Carrying. Recognition of tens. (Later in the year.)

Subtraction: Easier combinations, then more difficult, through addition and subtraction. Teach subtraction by the *additive* method. Subtraction of numbers of two figures. Recognition of tens. In June, numbers of three figures may be given. Reserve for the Grade III subtraction with borrowing or carrying, though by inspection and the additive method rather difficult problems can be given.

Multiplication and division. Products and dividends limited to 60; later in the year to 100.

Multiplication table made, with objects; with pictorial symbols, and abstractly as follows: 2's to 24, 3's to 36, 4's to 48, 5's to 60, 6's to 60.

Written problems—involving application of abstract numbers: for reading, for illustration, for oral and written solution. Expression of problems in simple terms.

Original problems—given orally by the children based upon abstract numbers—presented on the blackboard by the teacher.

References:

Speer's Primary Arithmetic.

Baird's Arithmetic.

Belfield and Brooks' Rational Arithmetic.

Smith's Primary Arithmetic.

Nichols' Arithmetic, Book II.

Second School Year—Arithmetic Pamphlet.

NOTE: Arithmetic Pamphlet, Second School Year, is an extension of the Arithmetic outline in *Suggestions on the Course of Study*, 1906.

At the end of the Second School Year the children should know the relations of all numbers from 1 to 20; the 45 number combinations in addition and subtraction; simple addition of numbers of one figure; of two figures, carrying; simple subtraction of two figures, by inspection and by the additive method; multiplication and division and part taking tables as follows: 2's to 24, 3's to 36, 4's to 48, 5's to 60, 6's to 60; simple written problems expressed in simple terms, and incidentally the tables of denominate numbers through concrete experience.

SECOND SCHOOL YEAR—GRADE II

DRAWING

Read Introduction to Grade I.

Avoid the repetition of *Studies* used in objective drawing in Grade I, except when unavoidable.

September:

Color:

Lead pupils to talk about color observed in fields, flowers, trees, sky, etc., and recall what they learned about color in the previous grade. Encourage them to talk about beautiful things they have seen.

Review standard tints, and shades, and teach browns and grays when needed.

Use the crayons in illustrating standards and tints: two or three tones in a flower.

Art Text Bk. II, pp. 54-56.

Illustrative:

Make landscapes blue sky, green fields, water, showing middle distances or bushes. Show rivers, ponds, roads, etc. Give constant *drill* on the parts that go to make up a story-telling picture, i. e., sky, land, water, trees, road, pose, etc.

Art Text Bk. I, pp. 6-8. Bk. II, pp. 1-3.

October:

Objective:

Sedges; seed pods; milkweed, rose hips; weeds, flowers, golden rod, sunflower; repeat lessons, if necessary. Vegetables or fruits; pear, peach. Simple spray of leaves, studying carefully the position on stem. Art Text Book, I, p. 16-18. Bk. II, pp. 16-19.

Illustrative:

Draw and cut trees with foliage. Landscape with trees. Forest effects as settings for story-telling pictures.

Pose (minute sketches). Figure sketches in game or story. Illustrate incidents from school and home life, and from the history and literature.

Art Text Bk. II, pp. 4-7.

Design:

Recognition and simple description of type solids. Draw one

face-hemisphere. Cut circle and semi-circles. Use in border design. Use flower unit, as aster, or dandelion, gone to seed; milkweed seed.

Art Text Bk. II, p. 51.

Picture-study:

Dupre, Julien. *The Mowers*.

Breton. *The Gleaners*.

November:

Objective:

Autumn vegetables with foliage, when possible; carrot, turnip, onion.

Fruits—two in relation. Trees, autumn foliage. Bare trees showing growth of main branches.

Art Text Bk. II, p. 66.

Illustrative:

Thanksgiving stories and poems. Blackboard drill on pose, on trees, houses and animals using action lines.

Art Text Bk. I, pp. 1-8.

Design:

Recognition and simple description of type solids. Draw surface—square prism. Cut rectangles. Use in border design.

Draw border design using lines or spots as units.

Make book cover for Thanksgiving Booklet. Emphasize space relation. Do not use pumpkin or turkey.

Art Text Bk. I, p. 58.

December:

Objective:

Study shapes of evergreens, from pictures. Art Text Bk. II, 10.

Illustrative:

Study colors in sunset sky. Paint a sunset sky. Plan a winter landscape with sunset sky and an evergreen in the snow.

Repeat until successful. Winter landscape in three tones, white ground, gray sky, and dark tree trunks.

Design:

Apply winter landscape to a book mark, a blotter cover, booklet, or card.

Border decorations using simple spot combinations, animal or bird forms as units. Avoid over-decoration. Do not use ribbons.

January:

Objective:

Toys and other simple objects. Blackboard practice of circles, loops, and straight lines. Toys, etc., drawn in mass at board. Art Text book II, pp. 42, 43.

Illustrative:

Study the growth of a bare tree—plan for good placing of this tree in a picture and make a good landscape. Figure sketches.

Winter sports. Use the *memory* of the winter landscape as a background for a story-telling picture.

Art Text Bk. II, p. 7.

Design:

Draw or trace three squares. Lesson in color blending; red and blue; blue and yellow; in two tones of gray.

Art Text Bk. II, p. 59.

Cut squares and rectangles in proportion. Use in border design.

February:

Objective:

Objects connected with the daily lessons, soldier cap, a sword, a drum, a flag.

Illustrative:

Incidents of bravery of the heroes of the month.

Pose—the little soldiers marching, etc.

Design:

Valentines. Simple design, using lines, spots, simple flower units in good space relation. Avoid over-crowding, and in-harmonious work.

Picture-study:

Herring, J. *Village Blacksmith*.

Renouf, E. *The Helping Hand*.

March:

Objective:

Articles and ornaments related to the people studied, as Dutch shoes; twigs, bulbs and bare trees, studying growth. Have several drawings, changing positions. Avoid crossing of stems or uninteresting specimens.

Illustrative:

Pose, one minute sketches of children in action. Study animals.

Sketch in same way, in mass.

What the Wind does.

Art Text Bk. II, pp. 22-27. 54, 55; 38-39; 46-47.

Design:

Draw or trace three oblongs, make orange, green, purple.

Use cuttings of animals, bulbs, bare trees for border designs.

Use buds, windmills, wind pictures, as units.

Art Text Bk. II, p. 57, 58.

April:

Objective:

Spring flowers; buttercups, violets, opening buds, daffodil or narcissus, dandelion, umbrella, garden tools.

Art Text Bk. II, p. 23.

Illustrative:

Rainy weather picture. Show gray landscape; gray sky, grayer ground, and dark gray houses, fence, trees, etc. Use gray for bogus paper. Spring occupations and sports.

Art Text Bk. II, p. 12.

Design:

Continue border and rosette designs with squares, circles, rectangles, or triangles.

Flower units, buttercup, dandelion, leaves applied to screen, book covers, or some article for doll house.

Art Text Book II, pp. 53-61.

Picture-study:

Murillo. *Children of the Shell.*

May and June:

Color:

Review lessons from September outline.

Objective:

Spring flowers. Birds from memory, after observation and study of pictures. Things like the solids studied. Spring trees, branches of spring foliage. Flag. Blackboard drawings.

Illustrative:

Spring landscape, spring and summer sports. May-day. Flag-day, and Fourth of July incidents.

Design:

Units of design given for which children make border designs for book-covers.

Borders with pressed flowers.

HANDWORK

Read Introduction to Grade I.

Power to do, to make things, self-expression, increasing accuracy and skill in the use of the hands, are the aims determining the work. Materials are chosen which enable children to realize their purposes. The work correlates with other subjects being used to illustrate and emphasize thought content.

Materials:

Paper—bogus, cover, manilla, pencil, weaving strips—scissors, paste, clay, woolen and cotton yarn, grasses and twigs.

I. Construction:

Model	Material
Doll house furniture: chairs, beds, sofa, tables, stools, stoves	Manilla 4x4 ins. Bogus.
Seed-case	Manilla 4x4 ins.
Seed box	Manilla 4x4 ins.
Garden seat	Manilla 4x4 ins.
Pilgrim church	Manilla 4x4 ins.
Cradle, boats	Cover 4x4 ins.
Envelope	Cover 4x4 ins.
Eskimo sled	Manilla 8x8 ins.
Card case	Cover
Valentine house, barn	Drawing
Tool chest	Manilla 8x8 ins.
Wheelbarrow	Manilla 8x8 ins.
Bird house	Manilla 8x8 ins.
Wagon	Manilla 8x8 ins.
Japanese house	Bogus 8x8 ins.
Screen; umbrella, fan	Bogus 4x4 ins.
Windmill	Cover 8x8 ins.
Crown	Bogus 8x8 ins.
May basket	Cover 8x8 ins.

NOTE: Children should be given opportunity to repeat and originate models in undirected lessons.

Some of the models given in grade I can well be repeated in Grade II.

References:

Holton and Rollins—Industrial Work for Primary Schools.

Siegmiller—Primary Handwork.

II. Clay Modelling:

Clay can be kept moist and ready for use after being moulded into small bricks, by keeping the cloths wet and the jar well covered. Clay models can be preserved by coating them with gum arabic, and then with varnish or shellac.

1. Representations.

See Grade I.

2. Type forms.

Sphere, cube, cylinder, and objects based upon them. Models should be placed before the children.

a. Suggested lessons: sphere-marbles, balls, sleigh bells, kettle, apples, peaches, plums, cherries, nuts, cube ink bottle, house, paper weight, trunk, box, soap, chest, bee-hive, cylinder, jug, vase, pitcher, cup, jar, pail, etc.

3. Sand-table.

Representation of home occupation: Indian knife, Pilgrim life, Eskimo life, Dutch homes, Japanese homes.

III. Freehand Cutting:

See Grade I.

Emphasize story-telling with the scissors, and the use of units in border and rosette arrangements.

IV. Weaving:

1. Paper weaving.

NOTE: After preparation of mat and strips and discussion of the pattern which may be placed on the wall as a guide, the weaving can be done by the children as undirected seat-work.

Suggestions upon sequence of difficulties and decorations, and applications can be found in—

References:

Holton and Rollins—Industrial Work for Public Schools.

Siegmiller—Primary Handwork.

2. Other materials.

Rags, jute, cotton and woolen yarn.

Small individual rugs, wash cloths, doll's toboggan cap, skirt, sweater, hood.

At the end of the second year the children should be able to manipulate simple materials in making simple models with an increased degree of accuracy and neatness. The work should *be clean* when completed. The power to select harmonious colors, and to make good arrangements of form, recognizing good space relations, to name and describe in simple language the type forms used, to be able to make other simple objects which fit some real need, should be evidence of growth.

SECOND SCHOOL YEAR—GRADE II

PHYSICAL EDUCATION

Read Introduction to Grade I.

AUTUMN—SEPTEMBER, OCTOBER, NOVEMBER

Games for Outdoors:

1. Review Games of Grade I.
2. London Bridge, p. 138.
3. Five Geese in a Flock.
4. Hill Dill, p. 103.
5. Puss in the Corner, p. 100.
6. Fast Runners, p. 105.

Games for Indoors (Many of the above):

1. Circle Ball, p. 107.
2. Shepherdess and Wolf, p. 102.
3. Going to Jerusalem, p. 106.
4. Cushion Dance, p. 112.
5. Flower Game.
6. Identification.

Rhythmic Exercises. Two periods weekly:

1. Lesson I. Marching.
 2. Lesson III. Rhythmic Plays.
 3. Lesson VI. Playing House and Folk Dances.
- (See Monthly Outline.)

Story Gymnastics:

1. Summer Fun.
 2. The Nutting Party.
 3. Harvest Home.
 4. Trees in a Storm.
- (See Monthly Outline.)

Health Lessons:

Talks with children—one lesson a month.

Breathing and Pure Air; how to get fresh air; ventilation; microbes; care of the eyes.

Reference:

Gulick, *Good Health*, pp. 1-34, 62-70.

WINTER—DECEMBER, JANUARY, FEBRUARY, MARCH.

Games for Outdoors. (Corridors, playrooms on stormy days):

1. Review Games previously given.
2. Walking Races.
3. Skipping Races.
4. Running Races.
5. Relay Flag Races.
6. Round and Round the Village.

Games for Indoors (Many of the above):

1. Relay Race—Placing the Bean Bags in Piles or Circles, p. 107.
2. Relay Race—Picking up Bags, p. 107.
3. Circle Ball, p. 107.
4. Bean Bag Game, p. 110.
5. Lads and Lassies Out a Walking.
6. Beast, Bird or Fish, p. 126.
7. Crambo, p. 127.

Rhythmic Exercises:

1. Lesson III. Rhythmic Plays.
 2. Lesson VII. Home Building.
 3. Lesson VIII. Folk Dances.
 4. Lesson X. Review Marching.
- (See Monthly Outline.)

Story Gymnastics:

1. The Sleighride.
2. Winter Sports.
3. Santa Claus' Visit.
4. Christmas Toys.
5. The City's Helpers.

Health Lessons:

Talks with children, one lesson a month. Kinds of Food. What to Drink. Bathing. Why We Need to Sleep.

Reference:

Gulick. *Good Health*, pp. 144, 77, 83, 137, 142.

SPRING—APRIL, MAY, JUNE

Many games should be played under the direction and inspiration of the teacher out of doors at recess, or other chosen times.

Games for Outdoors:

1. Review Games previously given.
2. Have you seen my sheep, p. 101.
3. Ruth and Jacob, p. 122.
4. Stealing sticks, p. 103.
5. Tag, p. 102.
6. Jump Rope.

Games for Indoors. (For Rainy Days):

1. Review Games previously given.
2. Identification, p. 130.
3. Queen Dido is Dead, p. 120.
4. I Say Stoop.

Rhythmic Exercises:

1. Lesson II. Rhythmic Plays.
 2. Lesson IV. Seashore Rhythms.
 3. Lesson V. Grecian Games.
 4. Lesson IV. Large Rhythmic Movements.
- (See Monthly Outline.)

Story Gymnastics:

1. Spring Farming.
2. A Day at the Seashore.
3. A Trip to the Woods.
4. In the Orchard.

Health Lessons:

Talks with the children, one lesson a month.
Bathing. Cleanliness. Dangers to the Eyesight. The Ear.

Reference:

Gulick. *Good Health*, pp. 38, 46, 62-70, 90-101.

NOTE: This outline is an adaptation from the Rochester Course of Study.

SECOND SCHOOL YEAR—GRADE II

CORRELATED LESSONS

A suggestive Outline based upon Industrial History, Literature, Nature Study and Related Reading.

January—First Week.

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Industrial History. Literature.	The New Year. All the Year Round Story.	The Baby New Year. The Long Procession.	Stepping Stones, 44 —"The Boy and the River." (Not correlated.) Jones, 2-149.
Industrial History. Nature Study.	The Seasons. Characteristics of Winter.	The Four Children of the Year. How I Know Winter is Here.	Jones, 2-149. Their First Snow-storm.
Industrial History. Literature.	The Months. "This is the Way the Snow Comes Down."	My Favorite Month. The Blizzard.	 Jones, 2-124—The Disappointed. Snowflake.
Industrial History. Nature Study.	Day and Night. The Moon and the Star.	Work Time and Play Time. A Beautiful Night.	 Jones, 2-106 — "A Starry Night."
Industrial History. Literature.	Ways of Telling Time. The Sun, the Wind and Moon.	My Cuckoo Clock. My Birthday Party.	 Jones, 2-101—"Carrie Hill's Party."

January—Second Week.

THE NORTHLAND—ESKIMOS.

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading</i>	<i>Book Reading.</i>
Industrial History. Literature.	The Northland. Willie Winkle.	The Land of Ice and Snow. Jack Frost at Play.	Jones, 2-158. "One Good Turn Deserves Another."
Industrial History. Nature Study.	Eskimos — Appearance and Dress. Animals of the Northland.	Little Hans. Animals of the North.	Fishing and Hunting, 2-4.
Industrial History. Literature.	Color, Food, Homes. Eskimos' Homes.	Building the Ingloo. Dramatization.	Fishing and Hunting, 4-5.
Industrial History.	Why the Bear is Stumpy-Tailed. Mode of Living Inside the Ingloo.	A Visit to Hans' Home. In the Snow Cave.	Fishing and Hunting, 5-7. Fishing and Hunting, 27-29.
Nature Study.	The Polar Bear.	The Feast in the Ingloo.	Jones, 2-18-19.
Industrial History. Literature.	Food. How Can a Little Child Be Merry?	Fun on a Sunny Day.	

January—Third Week.

ESKIMO LIFE—CONTINUED.

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Industrial History.	Modes of Traveling.	Ikiva's Boat.	Fishing and Hunt- ing, 29-32.
Literature.	"Jack Frost Looked Forth One "Still, Clear Night, etc."	The Picture on My Window. How Ooglit Caught the Bear.	
Industrial History.	Hunting.	At the Seal Mound.	Fishing and Hunt- ing.
Nature Study.	The Seal.		
Industrial History.	Tools and Articles Made of Bone, Ivory, etc.	An Eskimo Stove. How We Made a Snow Man.	Stepping Stones, 2- 98, "A Snow Song."
Literature.	A Snow Man.		
Industrial History.	Eskimo Games.	Fun in Snowland.	Nature Study First Reader, p. 98.
Nature Study.	Icebergs.	The Northern Seas	Snowflakes. Fishing and Hunt- ing, 10-12.
Industrial History.	Children's Toys.	Maka's Dolly.	
Literature.	"Northern Lights" from Hiawatha.	The Northern Lights.	

January—Fourth Week.

COAL MINING.

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Industrial History.	Kinds of Firewood.	How to Make a Fire.	
	Coal, Open Fire- place, Stove.	Dramatization.	
Literature.	How the Robin Got Its Red Breast.		Nature Study Reader, 1-162— Another Story About Robin Red- breast.
Industrial History.	Uses of Coal Fire, Heating Homes, Cookery, Running Machinery.	Our Kitchen Fire.	Jones, 2-198. Ruff's Last Ad- venture, 2.
Nature Study.	Fire—Its Aids and Enemies.	The House on Fire.	
Industrial History.	Journey of Coal from Mineto Cel- lar.	The Story of a Lump of Coal.	Jones, 2-178. A Les- son for Life. (Not Correlated.)
Literature.	What the Coal Says (Quotation).	Personification of Coal.	
Industrial History.	Interior and Work- ings of a Mine.	A Trip to the Mine	
Nature Study.	Fire as a Cleanser and Destroying Agent.	Clearing Away the Dump.	Stepping Stones, 150. The Charcoal Burner.
Industrial History.	Danger and Work of a Miner.	A Miner.	Stepping Stones, 16.
Literature.	King Midas.	Dramitization.	King Midas.

February—First Week.

HOW CEDRIC BECOMES A KNIGHT.

Subject.	Book Reading.	Blackboard Reading.	Topic.
Industrial History.	Cedric and His Kitten.	Cedric and His Kitten.	
Literature.	The Search for a Good Child.	A Good Child.	Stepping Stones, 2-132. "A Good Boy."
Industrial History.	Cedric and the Knights.	A Courteous Boy.	
Nature Study.	Cat—Food.	Kitty and the Mouse.	Jones, 2-91. "Tabby" and the Mice.
Industrial History.	Cedric, the Page.	Cedric at the Castle	Jones, 2-129. Bruce and the Spider.
Literature.	"Here's a Hand to the Boy Who Has Courage," etc.	A Brave Boy.	
Industrial History.	Cedric's Errand.	A Dangerous Journey.	
Nature Study.	Cat—Enemies.	Kitty in the Tree.	Jones, 2-41. Brave Jack.
Industrial History.	Cedric is Knighted.	Cedric, the Knight.	
Literature.	Andy Moore.	The Wreck.	Jones, 2-163. For My Papa.

February—Second Week.

ABRAHAM LINCOLN—(3 DAYS.) ST. VALENTINE'S DAY—(2 DAYS.)

Subject.	Topic.	Blackboard Reading.	Book Reading.
Industrial History.	Early Home of Lincoln.	The Log Hut in Kentucky.	
Literature.	Grace Darling.	The Storm at Sea.	Jones, 2-7. "The Brown Pony."
Industrial History.	His Education and Means of Livelihood.	A Queer State.	Stepping Stones, 2- "Hero." (Not Cor- related.)
Nature Study.	Cat — Care of Young.		
Industrial History.	The Man and the President.	Why We Love Lincoln.	U. S. Reader, 1-132. "Abraham Lincoln."
Literature.	Dora of the Lighthouse.	The Lighthouse.	
Industrial History.	Story of St. Valentine.	St. Valentine.	
Nature Study.	Dove—Carrier Pigeon.	The Queer Letter Carrier.	Jones, 2-66. "Carrier Pigeons."
Industrial History.	Kinds of Valentines and Modes and Methods of Sending Them.	My Valentine to Mother.	
Literature.	Valentine Verse.	My Friends and I.	Stepping Stones, 2-102. "Stoney Brook."

February—Third Week.

GEORGE WASHINGTON.

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Industrial History.	Birth place and Early Boyhood of Washington.	Virginia Plantation.	Jones, 2-139.
Literature.	Verse to Washington.	Honor to Washington.	John and the Indian. (Not Correlated.)
Industrial History.	Garden Story—Hatchet.	A Truthful Boy.	Stepping Stones, 2-153.
Nature Study.	Horse.	The Lady's Horse.	A Faithful Friend.
Industrial History.	Colt Story—Bravery and Daring of Boy.	A Spirited Colt.	Nature Study Reader. 135—George Washington.
Literature.	Three Little Sisters.	Our Flag.	
Industrial History.	School Days and Youth.	Playing Soldier.	
Nature Study.	Horse—Work Horse.	The Tired Horse.	Stepping Stones. 2-100. "The Merchant and His Donkey."
Industrial History.	Manhood and Presidency.	The Father of His Country.	Stepping Stones, 2-86. The Two Buckets. (Not correlated.)
Literature.	"Mt. Vernon Bells."	Mt. Vernon.	

February—Fourth Week.

FLAG—(3 DAYS.) LONGFELLOW—(2 DAYS.)

<i>Subject.</i>	<i>Topic.</i>	<i>Blackboard Reading.</i>	<i>Book Reading.</i>
Industrial History.	Our Flag.	Hail to Our Flag.	Stepping Stones, 2-90—America.
Literature.	"There Are Many Flags in Many Lands," etc.	Making a Flag.	
Industrial History.	Story of the First Flag.	The First Flag.	
Nature Study.	The Stars.	A Starry Night.	Jones, 2. Star Rhymes.
Industrial History.	Flag in Its Many Places.	Story of the Tattered Flag.	Jones, 2-87.
Literature.	"Barbara Frietchie."	Dramatization.	"Story of Columbus."
Industrial History.	Henry W. Longfellow. His Love for Children and Poems.	The Children's Poet.	Stepping Stones, 2-118. A Letter from Aunt Kate.
Nature Study.	Tree Observation.	The Chestnut Tree.	
Industrial History.	The Blacksmith.	Shoeing the Horse.	Stepping Stones, 2-114-116.
Literature.	"The Village Blacksmith."	At the Smithy Door.	

HISTORY

The work for the primary grades is chiefly concerned with the fundamental needs of man: food, clothing, shelter.

These activities are a part of the child's environment, and may be approached from his native interests; and may be related to the evolutionary and historical standpoint through the study of primitive life; and may be further emphasized through well-chosen material from the field of literature, which but reflects in song, poem, story, myth, fable, the experiences of the race.

There seems to be justification for this choice:

1st. The child is identified with social life.

2d. He obtains a safe basis for the comprehension and appreciation of distant and imaginary events, through constant comparison and contrast of home and primitive customs.

3d. The active reproduction of surrounding or type occupations and primitive habits in constructive materials, affords opportunity for the development of power to execute plans, and the habit of co-operating with others.

FIRST HALF YEAR

I. Primitive Life in North America.

II. Discoverers and Explorers.

1. Columbus.

2. Pilgrims.

III. Celebrations of National Holidays.

1. Thanksgiving.

2. Christmas in Other Lands.

IV. Pastoral Life.

SECOND HALF YEAR

I. Pastoral Life. (Continued.)

II. Pioneer Life.

III. Robinson Crusoe.

IV. Celebration of National Holidays.

Washington's Birthday.

Lincoln's Birthday.

Maryland Day.

Memorial Day.

FIRST HALF YEAR

I. Primitive Life in North America.

American Indians:

1. Home.

2. Family.

Life; children's games, school, care of young.

3. Food.

a. Kinds; roots, berries, nests, barks, plants, animals, birds, fish.

b. Means of securing food; digging, gathering, hunting, fishing, (later) planting.

c. Primitive agriculture; digging stick, gardens of women.

d. Preparation of food, cooking, drying.

4. Fire:

a. Discovery.

b. Methods of making; rubbing, sawing, fire-drills, percussion.

c. Effect on home life.

5. Pottery:

a. Materials.

b. Kinds.

c. Uses.

d. Decoration.

6. Shelters:

a. Affected by climatic conditions and food supply.

b. Kinds: cave, hut, bark, twig, skins, wigwam. Type: igloo, hogan, stone hut.

c. Torrid; Pueblos. Frigid: Eskimos.

d. Comparisons made.

7. Dress:

a. Preparation of skins.

b. Dyeing, weaving of cloth.

c. Articles, headdress, shield, moccasins, beads, etc.

8. Transportation:

a. Pack-woman, ponies.

- c. Litters.
- d. Canoes.
- e. Money: wampum, shells.
- f. Communication: letter writing.

9. Social Life:

- a. Family life; head of family, school sports.
- b. Community life; dances, warfare.
- c. Religious life, great spirit.

References:

- Bass: Pioneer life, pp. 1-12.
- Carroll. Around the World. 11. Chapter I.
- Chaberslain. How We Are Sheltered, p. 32-41.
- Carpenter. Geographical Reader. N. A. Chapter XXXIV.
- Chance. Little Folks of Many Lands. Chapter I.
- Husted. Stories of Indian Children.
- Herbertson. Man and His Work. p. 131.
- Mason. Women's Share in Primitive Culture. pp.
- Origin of Inventions. pp.
- Pratt. Stories of Colonial Children. pp. 34-50, 105-54, 191-196.
- Shaw. Big People and Little People of Other Lands, pp. 103-109.
- Schwarz. Five Little Strangers, pp. 7-39, 69-70.
- Snedden. Docas.

II. Discoverers and Explorers:

Columbus:

- 1. World is round. 2. Voyage. 3. Discovery of the new world.

Pilgrims:

- 1. In England. Reasons for leaving.
- 2. In Holland. Dutch life. Reasons for leaving.
- 3. Voyage of Mayflower; journey; contrast with ocean voyage of today.
- 4. Landing; Plymouth Rock. Time of year.
- 5. New England Life:
 - a. Home: furniture, fireplace, furnishings.
 - b. Occupations: mother and girls; spinning, weaving, making candles. soap. Father and boys: clearing land, building log houses; hunting, farming.
 - c. School: Teacher, pupils, books.
 - d. Church: Length of Puritan Sabbath, preparation for Sabbath;

- call to church by man with drum; length of sermon; tithing man.
- e. Hardships of first winter: cold, lack of food, sickness.
- f. The First Harvest: success of crops.
- g. The First Thanksgiving Day: Preparation. Indian visitors; celebration.

References:

- Guerber: Story of the Thirteen Colonies, pp. 36-62. 105, 125.
- Harrison. In storyland, p. 161.
- Jones Second Reader. pp. 89, 90, 112-115.
- Montgomery. Beginner's History, pp. 1-18. 44-54.
- Pratt. Stories of Colonial Children.
- Stone and Fickett. Every day life in the Colonies.
- Woodley. Foundation Lessons 1, pp. 168, 170.

III. Celebration of National Holidays.

1. Thanksgiving.
 - Our Thanksgiving Customs.
2. Christmas.
 - a. Briefly, our own customs.
 - b. Christmas in Norway.

References:

- Month by Month. Winter.
- Plan Book. December.
- Proudfoot. Child's Christ Tales.

IV. Pastoral Life:

1. Homes:
 - Shepherds: nomadic life; domestication of animals.
 - a. Desert, plain; location dependent upon food and water supply.
 - b. Kinds: temporary huts and tents.
 - c. Property: flocks and herds.
2. Food:
 - a. Kinds; animals, products of the chase, flocks and herds: vegetables; wild rice, fruit, berries.
 - b. Means of securing food: hunting, herding, agriculture in desert.
 - c. Preparation: serving.
3. Clothing:
 - a. Materials: skins, leather, wool, camel and goat's hair.
 - b. Manufactures: dyeing, spinning, weaving.
 - c. Effect of occupation on people.

4. Domestication of animals:
 - a. How accomplished.
 - b. Effect on people.
5. Trade and transportation:
 - a. Modes of travel: camel, caravan; horse, companies.
 - b. Rug fairs.
6. Social Life:
 - a. Family life: head of family, care of children; reverence for aged; games, vaulting, leaping, climbing, throwing the sling, walking on stilts, Hare and Hounds. Story-telling; traditions and adventures. Music. School Life.
 - b. Community Life: Patriarch or ruler; respect for life of women and children, animals; occupational songs and dances. Methods of defense—spears, shield, bow and arrows—slings.
 - c. Religious Life: contemplation.

References:

- Andrews. Seven Little Sisters, "Gemila."
- Arnold. Stories of Ancient People, pp. 7-79.
- Baldwin. Old Stories of the East, pp. 27-50, 51-87, 119-215.
- Chamberlain. How We are Sehltered, pp. 1-11.
 How We are Clothed, pp. 3-11, 59-71, 72-79, 99-104, 209-211.
 How We Travel, pp. 1-17, 31-39, 122-130.
 How We are Fed, pp. 1-6, 139-145-154.
- Chase and Clow. Stories of Industry. Vol. II, pp. 3-6, 36-43, 45-47, 67-74, 130-134, 149-155.
- Carroll. Around the World I, pp. 72-101.
- Chance. Little Folks of Other Lands, pp. 67-81.
- Dopp. Place of Industries in Elementary Education, Chapter III.
- Dutton. In Field and Pasture.
- Herbertson. Man and His Work, pp. 6, 25, 26, 28, 30, 32, 33, 36, 43-44, 49-58, 60-67, 80-82, 98-106, 119-121.
- Mason. Origin of Inventions. Chapters VII, VIII, IX.
 Woman's Share in Prim. Culture, Chapters III, IV, VI.
- Perdue and Griswold. Language Through Lit. Nat. and Art., pp. 81, 83, 87.
- Shaler. Domesticated Animals, pp. 11, 57, 103, 19-21, 114, 127, 218.
- Shaw. Big People and Little People of Other Lands, pp. 67-81.
- Schwarz. Five little strangers.

SECOND HALF YEAR

GRADE III

I. Pastoral Life. (Continued.)

See previous outline.

II. Pioneer Life:

Early Settlers.

1. Contrast present day with past.
 - a. Appearance of land: wild, wooded or prairie; animals.
 - b. Appearance of home: sod, log, grass, scattered, villages.
 - c. People: few, simple, dress, food, etc.
 - d. Work: hunter, farmer, settled occupation.
2. What a settled home means.
 - a. Contrast with primitive people; shepherd peoples.
 - b. Compare with modern home.
 - c. A permanent home means: settled occupation, farm or trade; town or city; neighbors, good laws.

Stories of Pioneer Life.

1. The Hunter.
2. Daniel Boone.
 - a. Indian dangers.
 - b. His family and need of protection; the fort.
 - c. His family and need of support; farming.
3. Abraham Lincoln, a pioneer.

Review essential points of early pioneer life—the hardships—and successes.
4. Early History of Maryland.
 - a. Pioneers leaving England. Ark and Dove.
 - b. Settlement at St. Mary's.
 - c. Pioneer Times as related by well-known man.

An Old Settler's Story.

1. Leaving Old Home.
2. Traveling to new Home.
 - a. Journey—oxcarts—horseback—ferry or flat boats, wagons.
 - b. Road—blazing the trail; canoeing out by streams.
 - c. Dangers from animals and Indians.
3. The New Home.
 - a. Wagon.

- b. Camp.
 - c. Cabin; logs, outside, inside, location near stream.
 - d. Dangers: Indians, wild animals, unsanitary conditions producing sickness.
 - e. Land. "Common lots."
 - f. Lack of conveniences.
4. The Pioneer Town.
- a. Location—center of trade.
 - b. Streets.
 - c. Houses.
 - d. Lighting.
 - e. Transportation.
5. Food:
- a. Animal: secured by hunting; preparation, drying, smoking.
 - b. Vegetable: garden and field; drying, canning, preserving, storing, milling.
 - c. Milling.
6. Clothing:
- a. Woollen; sheep-raising; manufacture; homespun, factory or mill.
 - b. Linen—flax.
 - c. Cotton—plantation, mill.
 - d. Leather—shoemaking—cobbler.
7. Money:
- a. Trade at a country store.
 - b. Coins.
8. Roads: stage-coach, boat, the first steamboat, horseback travel.
9. Schools and churches. Amusements.
10. Mails—telegraph: messages carried.

NOTE: This Outline is based on *Pioneer Life* by Bass.

Modern Ways:

- 1. Modern homes.
 - a. Kinds.
 - b. Conveniences; water supply; gas, heat.
- 2. Transportation.
 - a. Carriages.
 - b. Trolley.
 - c. Train.
 - d. Steamships.

3. Mails.
 - a. Mailcarrier.
 - b. Postoffice.
 - c. Mail trains and packets.
4. Fire Department.
 - a. History.
 - b. Its present worth.
5. Police Department.
 - a. County, city, state, country. brief.
6. Government.

References:

- Andrews. Seven Little Sisters.—*Louise*.
 Bass. Pioneer Life.
 Chamberlain. How We are Sheltered, pp. 124-139, 110-124.
 How We are Clothed, pp. 59-72, 80-85.
 How We are Fed, pp. 7-17, 32-38, 70-76.
 How We travel. pp. 2-6, 91-97, 131-137, 82-100.
 Chase and Clow. Stories of Industry. Vol. 1. pp. 134-140, 147, 121, 126.
 Dopp. Place of Industries. pp. 165.
 Herbertson. Man and His Work. pp. 74-85, 104-107.
 Eggleston. Stories of Great Americans for Little Americans.
 Mason. Origin of Inventions. pp. 348, 349, 186, 78-80.
 Passano. Stories from Maryland History. pp. 51-58.
 Schwarz. Five Little Strangers. pp. 46-48, 62-67, 52.
 Shaler. Domesticated Animals. pp. 103, 106, 218, 222.
 Welsh. Colonial Days. pp. 84-110.

III. Robinson Crusoe:

1. Home.
 - a. Parents, kindness and advice.
 - b. Crusoe's desire to travel.
 - c. Leaves home.
2. Voyage.
 - a. Storm at sea.
 - b. Shipwreck.
3. Island.
 - a. Climate, products.
 - b. Animals: domestication of dog, goat, parrot.

4. Crusoe's Home on Island.
 - a. Compare with ours; how built, how lighted.
 - b. His garden: planting; comparisons made with our methods; tropical seasons.
 - c. Keeping time; how he kept time, how we keep time.
5. Occupations:
 - a. Carpenter, gardener, potter, basket maker.
 - b. Daily life.
6. Loneliness: coming of Friday.
7. Return Home.

NOTE: Children read and discuss the text. *Robinson Crusoe*.

References:

- Baldwin. *Robinson Crusoe*.
 De Foe. *Robinson Crusoe*.
 McMurry. *Robinson Crusoe*.

IV. Celebration of National and State Holidays:

1. Lincoln.
 - a. Birthplace.
 - b. Boyhood.
 - c. Home and School days.
 - d. Earning a living; early struggle; lawyer.
 - e. President; proclamation, assassination.
 - f. Stories of boyhood and manhood.
 - g. Cause of Civil War.
2. Washington:
 - a. Birthplace.
 - b. Mount Vernon.
 - c. Boyhood: school life, home life.
 - d. Manhood: surveyor, soldier, President.
 - e. Cause of Revolutionary War in brief.
3. Maryland Day:
 - a. Settlement: Ark and Dove, the voyage, Lord Baltimore.
 - b. St. Mary's.
 - c. Story of an Indian Princess—Mary Brent.
4. Memorial Day:
 - a. American Flag and Shield.
 - b. American Soldiers. Soldiers' Home.
5. Longfellow:
 - a. Birthplace.

- b. Boyhood.
 - c. School days.
 - d. College days.
 - e. Poems.
 - f. Famous chair, etc.
6. Arbor Day:
- a. History.
 - b. Celebration.

References:

- Bass. Pioneer Life, p. 79.
Eggleston. Stories of Great Americans for Little Americans.
Harrison. In Maryland. "Memorial Day."
Montgomery. Beginners' History.
Passano. Stories of Maryland History.
Welsh. Colonial Days. pp. 84-110.
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THIRD SCHOOL YEAR—GRADE III

LITERATURE

FIRST HALF YEAR

STORIES

Read Introduction to Grades I, II.

Poems and stories with which the children are familiar from previous grades will be constantly used in the storytelling time. Memorize and repeat poems. Read or recite poems to children. The rhythm and imagery of poetry make a strong appeal to the imagination and memory of children. A beautiful poem is memorized without difficulty and the beauty of its phrasing becomes incorporated in his body of language. Thus his language power is strengthened and refined.

Stories may be told for the distinct purpose of (1) reproduction in parts, and in a complete whole (2) for dramatization, (3) for simple enjoyment.

September:

Phaeton.

Nature Reader II, Wilson, p. 36. Old Greek stories, Baldwin,
p. 36. Nature Myths, Cooke, p. 39.

The Country Mouse and the City Mouse.

Stepping Stones II, p. 81. Stories to Tell Children, p. 19.

October:

Bell of Atri.

Fifty Famous Stories, Baldwin, p. 69.

Ceres.

In Mythland, Beckwith, p. 124. Nature Readers II. Favorite
Greek Myths, Hyde, p. 54. Round the Year in Myth and
Song, p. 52.

Prometheus.

Old Greek Stories. Baldwin, p. 14.

The Boy and the Wolf.

Stepping Stones III, p. 24.

Stories to Tell to Children, p. 68.

November:

Mouliu.

Story Hour, p. 59.

Mowgli's Brothers.

Jungle Stories. Kipling, p. 1.

Riki-Tik-ki-Tavi.

Jungle Stories. Kipling, p. 175.

Billy Goats Gruff.

Tales from the Norse, p. 264.

Fairy Stories and Fables, p. 20.

December:

The First Christmas Tree.

Van Dyke. Language through Literature, Nature and Art, p.
120.

The Gift Bearer.

Van Dyke. Language through Literature, Nature and Art, p.
122.

Another Gift Bearer.

Van Dyke. Language through Literature, Nature and Art, p.
123.

The Stars and the Child.

Child's Christ Tales. Proudfoot, p. 18.

The Fir Tree.

Anderson's Fairy Tales, p. 195. Stories to Tell to Children, p. 153.

The Golden Cobwebs.

How to Tell Stories. Bryant, p. 133.

Bird's Christmas Carol.

K. D. Wiggin.

January:

Arachne.

Language through Literature, Nature and Art, p. 88. Favorite Greek Myths, Hyde, p. 79. Nature Myths, Cooke, p. 19. Old Greek Stories, Baldwin, p. 40. In Mythland, Beckwith, p. 72.

The Master of the Land of the Nile.

Old Stories of the East. Baldwin, p. 51.

The Shepherd Lad Who Became King.

Old Stories of the East. Baldwin, p. 119.

Snow White and Rose Red.

Grimm's Fairy Tales, p. 201.

Fairy Elves and the Shoemaker.

Story Hour. Wiggin and Smith, p. 100.

Stories to Tell to Children, p. 109.

SECOND HALF YEAR

February:

Androclus and the Lion.

Fifty Famous Stories. Baldwin, p. 87.

King John and the Abbot.

Fifty Famous Stories. Baldwin, p. 21.

Damon and Pythias.

Fifty Famous Stories. Baldwin, p. 100.

Little Daylight.

How to Tell Stories. Bryant, p. 186.

Fairy Stories Every Child Should Know, p. 294.

March:

The Barmecide Feast.

Fifty Famous Stories, p. 123.

Vulcan, The Smith.

Language through Literature. Nature and Art, p. 150. In
Mythland, p. 112.

The Wren and the Bear.

Grimm's Fairy Tales.

The Oak Tree that Wanted to Bear Tulips.

Nature Reader II. Wilson, p. 193.

April:

East O' the Sun and West O' the Moon.

Tales from the Norse. Dasent, p. 22.

Why the Sea is Salt.

Tales from the Norse. Dasent, p. 8.

How to Tell Stories. Bryant, p. 216.

Nature Myths. Holbrook, p. 135.

The Story of Siegfried.

Richmond Second Reader.

The Flax.

Stepping Stones III, p. 92.

May:

Grace Darling.

Fifty Famous Stories. Baldwin, p. 61.

The Endless Tale.

Fifty Famous Stories. Baldwin, p. 127.

Sir Philip Sydney.

Fifty Famous Stories. Baldwin, p. 49.

Stepping Stones III, p. 68.

June:

The Golden Touch.

Hawthorne.

The Wizard of Oz.

Baum.

Nahum Prince.

Child's World, p. 205.

Baucis and Philemon.

In Mythland, Beckwith, p. 165. Nature Readers, II, Wilson,
p. 220. Nature Myths, Cooke, p. 71. Favorite Greek Myths,
Hyde, p. 184.

Suggested List:

Selections from the following books:

Old Stories of the East. Baldwin.

Stories of Indian Children. Husted.

Docas. Snedden.

Tales from the Norse. Dasent.

Fable and Folk Stories.

Fairy Tales Every Child Should Know. Mabie.

Fifty Famous Stories. Baldwin.

NOTE: Selections may also be made from First and Second Year lists for review, but *no* stories listed for Fourth year should be presented.

STORIES FOR REPRODUCTION AND DRAMATIZATION:

1. Phaeton.
2. Billy Boats Gruff.
3. The Boy and the Wolf.
4. Arachne.
5. Ceres.
6. The Wren and the Bear.
7. Rikki-Tik-ti-Tavi.
8. Barmecide Feast.
9. The Bell of Atri.
10. Fairy Elves and the Shoemaker.
11. Siegfried.
12. The Golden Cobwebs.
13. Baucis and Philmon.

In addition to the reproduction and dramatization of three to six stories from the previous year, children will be held responsible for six of the above stories as a minimum requirement. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, of the above list are required; teacher may select two others from the same list, and any other from previous lists.

An *average of one story a month* for reproduction and dramatization is the maximum requirement. At the end of the year *each* child should be able to tell freely three stories presented during the year.

FIRST HALF YEAR.

POEMS

September:

September.

H. H. Jackson. Woodley I, p. 22. Nature in Verse, p. 193.
Language Through Literature, Nature and Art, p. 20.

Hiawatha.

Selections. Home, Friends, Canoe, Hunting, Sailing, Stepping
Stones IV, pp. 32-71-150. Language through Literature,
Nature and Art, p. 53, 91, 136, 174.

October:

October's Bright Blue Weather.

H. H. Jackson. Nature in Verse, p. 206. Woodley I, 114.

How the Leaves Came Down.

Coolidge. Language through Literature, Nature and Art, p. 42.

Suppose.

Alice Cary. Nature in Verse, p. 47.

November:

Dear Old November.

Alice Cary. Nature in Verse, p. 205.

Autumn Song.

Child's World, p. 48.

The Mountain and the Squirrel.

Emerson. Stepping Stones, II. Woodley, p. 33.

Little Brown Hands.

Krout. Stepping Stones, III, p. 146.

December:

A Visit from St. Nicholas.

Moore. Stepping Stones, IV, p. 72.

Hey, Little Evergreens.

The Shepherd.

William Blake.

January:

Wynken, Blynken, and Nod.

Eugene Field. Stepping Stones, p. 132.

The Children's Hour.

Longfellow.

Sweet and Low.

Tennyson. Aldine Reader, II, p. 69.

Snowflakes.

Nature Reader, II, p. 91.

Little Folks' Lyrics, p. 93.

February:

America.

Smith. Poems Every Child Should Know, p. 228.

Stepping Stones, III, p. 90.

A Wonderful Weaver.

Stepping Stones, III, p.

Language through Literature, Nature and Art, p. 109.

God Bless Our Native Land.

The American Flag, Drake.

Home, Sweet Home.

J. H. Payne. Stepping Stones, II.

The Four Winds.

Woodley, J, p. 36. Sherman, p. 45.

March:

Talking in their Sleep.

Language through Literature, Nature and Art, p. 145.

The Tree.

Bjornson. Language through Literature, Nature and Art, p.
198. Nature Reader, p. 233. Stepping Stones, III, p. 75.

Robert O'Lincoln.

W. C. Bryant. Poems Every Child Should Know, p. 54.

A Farmyard Song.

Trowbridge. Poems Every Child Should Know, p. 90.

April:

The Child's World.

Stepping Stones, III, p. 309.

Under the Greenwood Tree.

Shakespeare. Stepping Stones, III, p. 208.

A Laughing Chorus.

Language through Literature, Nature and Art.

Clouds.

F. D. Sherman. Language through Literature, Nature and Art,
p. 11.

May:

Pussy Willow.

Child's World, p. 262.

Marjorie's Almanac.

Nature in Verse, p. 89.

The Dandelion.

Children's Hour, p. 156.

The Violet.

Taylor. Stepping Stones, III, p.

June:

The Spider and the Fly.

Mary Howitt.

Wishing.

William Allingham.

Suggested List:

Any poems listed under Grades I and II. Selections may be made from Teacher's Reference Books and from Children's Library Books: avoiding the presentation of any poems listed for Grade IV.

POEMS FOR MEMORIZING

1. September.
2. Hiawatha's Sailing.
3. How the Leaves Came Down.
4. The Shepherd.
5. Wynken, Blynken, and Nod.
6. Children's Hour.
7. Our Native Land.
8. The Tree.
9. The Child's World.
10. Marjorie's Almanac.
11. The Dandelion.
12. A Laughing Chorus.

Third year classes will be held responsible for six of the above poems, in addition to those memorized in previous grades. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, are required; the teacher may select two others from the above list, and any additional ones from the grade list.

An average of *one poem* a month for memorizing is the

maximum requirement. At the end of the year *each* child should be able to recite three poems from the list.

Memory Gems: An *average of one short memory gem a week* should be placed on the blackboard to be memorized. These should be copied by the pupils into a blank book, or on paper set apart for that purpose, and the copying should be done as part of the work in Penmanship.

CHILDREN'S LIBRARY BOOKS TO BE USED FOR
"PLEASURE READING"

THIRD AND FOURTH SCHOOL YEARS—GRADES III AND IV

- Andrews, Jane,
 Each and All.
- Andersen, Hans,
 Fairy Stories.
- Bass, Florence,
 Plant Life.
 Animal Life.
 Pioneer Life.
- Baldwin, James,
 Old Stories of the East.
 Wonder Book of Horses.
 Fifty Famous Stories.
 Old Greek Stories.
- Bigham, Madge A.,
 Mother Goose Village.
- Brown, Abbie Farwell,
 In the Days of Giants.
- Carroll, Lewis,
 Alice in Wonderland.
 Around the World, I.
 Around the World, II.
- Chance, Lulu M.,
 Little Folks of Other Lands.
- Chamberlain, James F.,
 How We Are Fed.
 How We Are Clothed.
 How We Are Sheltered.
 How We Travel.

- Craik, Dinah M.,
 Little Lame Prince.
 Adventures of a Brownie.
- Cook, Flora J.,
 Nature Myths.
- Cook, A. S.,
 Story of Ulysses.
- Collodi,
 Adventures of Pinochio.
- De Sigur,
 Story of a Donkey.
- Dopp, K. E.,
 Cave Men.
 Tree Dwellers.
- Eggleston, E.,
 Stories of Great Americans for Little Americans.
- Frye, Alexander,
 Brooks and Brook Basins.
- Gilbert and Price,
 Heroes of Myth.
- Gulick, L. H.,
 Good Health.
 Emergencies.
- Grimm,
 Fairy Stories.
- Hall, Jennie,
 Viking Tales.
- Holbrook, Florence,
 Nature Myths.
- Husted, M. H.,
 Stories of Indian Children.
- Kipling, Rudyard,
 Jungle Book.
- Miller, O. T.,
 My Saturday Bird Class.
 First Book of Birds.
 Second Book of Birds.
- McIntyre, Margaret,
 The Cave Boy.
- Morley, Margaret,
 The Bee People.
- O'Shea, M. V.,
 Eyes and No Eyes.
 Old World Wonder Stories.
 Six Nursery Classics.

- Pyle, Howard,
 Stories of Humble Friends.
- Pratt, Mara L.,
 Stories of Colonial Children.
 Legends of Red Children.
- Richmond,
 Second Reader.
- Radford, Maude L.,
 King Arthur and His Knights.
- Snedden,
 Decas, the Indian Boy.
- Speyri, Johann.
 Heidi.
- Shaw,
 Big People and Little
 People of Other Lands.
- Schwartz,
 Five Little Strangers.
- Sewell, Anna M.,
 Black Beauty.
- Stone and Fickett,
 Everyday Life in the Colonies.
- Saunders,
 Beautiful Joe.
- Stevenson, R. L.,
 Child's Garden of Verse.
- Smith, Mary H.,
 Eskimo Stories.
- Welsh, Lucie D.,
 Colonial Days.
- Welsh, Charles,
 Nursery Rhymes.
 Goody Two Shoes.
- Warne, Charles,
 Peter-Rabbit.
- Wright, Julia McNair,
 Seaside and Wayside, I.
 Seaside and Wayside, II.
- Waterloo, Stanley,
 Story of Ab.
- Wiggin and Smith,
 Story Hour.
- Wiltse, Sara T.,
 Kindergarten Stories and Morning Talks.
 Folk-Lore Stories.

THIRD SCHOOL YEAR—GRADE III

NATURE STUDY

Read Introduction to Grade I

AUTUMN: SEPTEMBER, OCTOBER, NOVEMBER

I. Animal Life:

1. Birds: Swallow, Oriole, Humming Bird.

The life of a bird.

- a. The bird's home, how he is fed, his first suit, how he changes his clothes, his first flight, his education. The bird's language, how he eats, where he sleeps, his travels, his family and friends, etc.
- b. Bird chart. Lists of common birds in the community. Food they eat; trees they live in; nests they build; songs they sing; things they do.
- c. Stories of birds.

References:

Blanchan. Our Bird Neighbors.
Hodge. Nature Study and Life, Chap. XVIII.
Miller. First Book of Birds. Second Book of Birds.
McMurry. Nature Study Lessons, p. 120.
Wilson. Nature Study in Elementary Schools, pp. 166-167.

2. Insects: Grasshoppers, Crickets, Cabbage Butterfly.

- a. Life history and habits studied from insects in boxes, breeding cages, out in the yards and fields.

References:

Hodge. Nature Study and Life, pp. 200, 201, 480, 225, 262, 266.
Wilson. Nature Study in Elementary Schools, pp. 51, 39, 40, 45, 60, 61.

Domesticated Animals:

- a. Feeding of pet animals. Special study of the treatment of horses and dogs of the city. (See Grades II, III.)
- b. Animal stories.

References:

Baldwin. Fifty Famous Stories.
Hodge. Nature study and Life, pp. 37-41.
McMurry. Nature Study Lessons, pp. 3-30.
Poulson. Child's World.

II. *Plant Life:*

1. Competitive flower-raising.
 - a. Care of seeds in preparation for this competition in which each child should participate.
 - b. Flower. Cosmos or Salvia.

Reference:

Hodge. *Nature Study and Life*. Chap VI.

2. Garden Work:

- a. Window garden. Flowers: verbenas, geraniums.
- b. Home and school *outdoor* gardens. Vegetables: Potatoes, beets, peas, asparagus. Flowers: Marigold, Zinnias, Cosmos, Salvia for study. Study soil conditions; collect seeds preparatory to spring work.
- c. Seeds: Dissemination: Food products.

References:

Hodge. *Nature Study and Life*, pp. 121-139.

Wilson. *Nature Study in Elementary Schools*, pp. 76-79, 96-98.

3. Flowers:

- a. Wild and cultivated. Jamestown weed; Sunflower, Golden rod, Thistle, Nasturtium. What becomes of the flowers? What does the pollen do? Why are the flowers so large and bright? The life-story simply told.
- b. Flower calendars.

References:

Hodge. *Nature Study and Life*, pp. 102-105, 115.

Wilson. *Nature Study in Elementary Schools*, pp. 29-36.

4. Fruit. Nuts: Chestnut, Acorn.

References:

Wilson. *Nature Study in Elementary Schools*, pp. 71-74, 212, 215.

McMurry—*Nature Study Lessons*.

5. Trees:

- a. One tree chosen for close observation and study by the class throughout the year. Class record kept written and illustrated. Chestnut or oak. Save seed.
- b. Ornamental trees, what seeds, flowers, fruits, have these?

References:

Art Text Book, III, p. 10-16.

Hodge. *Nature Study and Life*, Chaps XXII, XXIII.

Wilson. *Nature Study in Elementary Schools*, pp. 211, 229.

III. Weather Conditions:

- a. Daily weather record. (Written.)
Wind direction. Temperature (thermometer reading). Clouds.
Record of day. Moon's phases.
- b. Evaporation, slow and rapid; accelerated by wind and heat.
Vapor, visible and invisible. Boiling. Simple experiments.

Reference:

Wilson. Nature Study in Elementary Schools, pp. 131-133.

IV. Incidental work:

- a. Lessons about plants, animals, minerals, which children are encouraged to bring.
- b. Collections: fall flowers, leaves, seeds, barks.
- c. Excursions: Tree.

WINTER: DECEMBER, JANUARY, FEBRUARY

I. Animal Life:

- 1. Birds. Bluebird, Junco.
See previous outline.

References:

McMurry. Nature Study Lessons.
Wilson. Nature Study in Elementary Schools, pp. 187, 164, 165.

- 2. Insects: Ants, Spiders:

- a. Life, history, habits, studied from a nest kept in the school room. Continue observation during spring months in the yards and fields.
- b. Interesting stories are abundant. The ant at home. How ants manage a farm. How ants carry on war. The ant as a carpenter.

References:

Hodge. Nature Study and Life, pp. 86-88.
Wright. Seaside and Wayside, II.

- 3. Domesticated Animals: Sheep and cattle. The Cow. Camel.

- a. How domesticated?
- b. Problems: (1) Obtain food; (2) Secure safety; (3) Means of defense; (4) Care of young; (5) Use to man; effects of domestication.

Reference:

McMurry. Nature Study Lessons, p. 30.

II. Plant Life:

1. Competitive flower-raising.
See previous outline.

Reference:

2. Garden work:
 - a. Window garden. Bulbs: Hyacinth, Crocus, Tulip.
 - b. Plant propagation:
 - (1) Seeds.
Germination. Food supply of young plants. Individual pots as in Grade II.
Observations of seedlings' growth recorded in drawings.

Reference:

Wilson. Nature Study for Elementary Schools, pp. 160-163, 257-262.

(2) Cuttings: Geraniums, Begonias.

(3) Bulbs.

References:

Hodge. Nature Study and Life. Chap. XI.

Wilson. Nature Study for Elementary Schools, pp. 96-98.

3. Fruit, Tropical; Dates.

4. Trees:

a. Continue observation of chosen tree. Records kept of winter conditions.

b. Germinate seeds from the chestnut or oak. Observe growth.

References:

Hodge. Nature Study and Life, Chap. XXII.

Wilson. Nature Study in Elementary Schools.

Stokes. Ten Common Trees.

III. Weather Conditions:

1. Weather Record.
See previous outline.
2. Atmosphere.
3. The Stars, Constellations. Dipper, North Star, its use in determining directions.

References:

Dodge. Home Geography, pp. 36-39.

Wilson. Nature Study in Elementary Schools, pp. 103-106.

IV. *Incidental Work:*

See previous outline.

SPRING: MARCH, APRIL, MAY, JUNE

I. *Animal Life:*

1. Birds: Woodpecker, Scarlet Tanager, Meadow Lark.
See previous outline.

References:

Miller. First Book of Birds. Second Book of Birds.

Wilson. Nature Study in Elementary Schools, p. 145.

2. Insects. June Bug. Ants (continued), Apple Tree Borer,
Potato Beetle.
(See previous outline.)

References:

Hodge. Nature Study and Life, pp. 191, 195, 207.

Wilson. Nature Study in Elementary Schools, p. 45.

3. Pond Life. Tadpole in aquarium. Earthworms.

Reference:

Wilson. Nature Study in Elementary Schools, p. 122, 181, 184,
186.

II. *Plant Life:*

1. Competitive flower-raising. Cosmos or Salvia.
Seeds can be obtained from the Agricultural Department at Washington. Each child should participate in the competition.

Reference:

Hodge. Nature Study and Life. Chap. VI. VIII.

2. Garden work.
 - a. Window garden. Hyacinths, jonquils, or nasturtiums.
 - b. Home and school. *outdoor* gardens. Vegetables: potatoes, beans, asparagus, beets, cabbage, tomatoes. Flowers: Cosmos, salvia, castor beans.
 - c. Transplanting.

References:

Hodge. Nature Study and Life, p. 166, Chap. VIII.

Wilson. Nature Study in Elementary Schools, pp. 18, 34, 35,
96-98.

3. Flowers:

- a. Wild flowers. Jack-in-the-pulpit, cinque foil, arbutus, violets, clover, laurel.
- b. Garden flowers, pansies, sweet pea.
- c. Flower calendars.
- d. Plants on vacant lots. Weeds, ragweed, pigweed, sheep sorrel.

References:

- Hodge. Nature Study and Life, pp. 104, 114, 118.
- Wilson. Nature Study in Elementary Schools, pp. 247, 248, 229, 231, 246, 247, 30.

4. Fruit. Strawberry, varieties, propagation by runners; seeds.

Reference:

- Wilson. Nature Study in Elementary Schools, pp. 244, 245.

5. Trees:

- a. Continue observation and record of chosen tree.
 - 1. Recognition of tree by sight.
 - 2. Compare with other trees.
- b. Ornamental trees. What seed, flowers, fruit have they?
- c. Buds and twigs of available trees with special reference to leaf arrangement.

References:

- Wilson. Nature Study for Elementary Schools, pp. 199-229.
- Hodge. Nature Study and Life, Chap. XXII.

III. *Weather Conditions:*

See previous outline.

IV. *Incidental Work.*

See previous outline.

NOTE: In schools having two grades in one room the work will be given in a two-year cycle; the outline for Grade III one year, followed by outline for Grade IV the succeeding year.

THIRD SCHOOL YEAR—GRADE III

GEOGRAPHY

The work in Geography in grades II and III can best be taken incidentally with Nature Study and History. In these years the children should become familiar with *typical* environment presented in the study of primitive, pastoral, and pioneer life; with typical features of the locality, such as hills, valleys, streams, tributaries, water action upon soils, rocks and valleys, effect of rain storms, floods and winds. They will readily gain some simple notions of the factors in local commerce, as roads leading into the country; products of the farm, garden and mines, railroads, freight offices, and the shipment of goods, and of the activity which goes on between city and country, and between different parts of our country and others.

There are two ideas in geography for Grade III which should be emphasized; 1—fundamental geographical notions obtained through study of home environment; 2—the world as the home of man. The first should be based upon direct observations. Excursions carefully planned and conducted, are the best means for studying the home environment. At least one excursion a year can be arranged for this purpose. The second point is best presented through stories of people living far away. Pictures and other illustrative material are needed to make vivid impressions.

For the sake of emphasizing the necessity of organizing the previous discussions somewhat, as a preparation for the more systematic geography of the fourth year, the following outline is given. This outline shows that much of the work is an integral part of History and Nature study, and should not be divorced from them in presentation. One lesson a week, and occasionally two, in the last half year should be given for the purpose of summarizing and fixing certain fundamental geographical data.

HOME GEOGRAPHY

I. Homes:

See History Outline.

II. Groups of Homes:

Village, town, city.

III. Transportation:

1. Streets and roads. 2. Means of transportation. 3. Commerce.

IV. Environment Studies:

Garden or market, fruit stand, dairy, lumbering, clothing.

V. Local Surface Features:

1. The Surface of the Land: soil, hills, valleys, mountains, islands, continents.

2. The Water on the Surface of the Land: streams, rivers, ponds, lakes, bays and oceans.

VI. Map-making:

Imaginative sketches. Tracing in sand, or drawing on board representations of trips taken. Simple ideas of direction and distance.

VII. Weather Conditions:

See Nature Study Outline.

WORLD GEOGRAPHY

I. Stories told of Primitive, Pastoral and Pioneer Life.

See History Outline.

II. Robinson Crusoe.

See History Outline.

III. The World:

1. Discovery of America. 2. *The Round Ball*, from *Seven Little Sisters*. 3. Introduction to the world as a whole through commodities from abroad.

FIRST HALF YEAR

HOME GEOGRAPHY

I. Homes:

What home means. Kinds: primitive, modern. Homes in far-away lands. See History Outline.

References:

Chamberlain. How We Are Sheltered.

Dodge. Home Geography. pp. 7-8.

II. Groups of Homes: Village, town, city.

Indian villages, shepherd camps, pioneer towns. Our own town.

How cities began: cross-roads, lake, river, bay; why people live in cities, what is done in a city, occupations, government. See History Outline.

References:

Chamberlain. How We Are Sheltered.

Dodge. Home Geography. pp. 9-10, 14-16.

III. Transportation:

1. Streets and Roads: need of roads; roads of animals. Indian trails, branching roads, why roads should be well made, city streets, side walks, street lighting and cleaning, the cost of caring for streets.

References:

Dodge. Home Geography. pp. 11-13.

2. Means of Transportation. 3. Trade or Commerce and Money. Primitive. See History Outline.

References:

Chamberlain. How We Travel. pp. 22-23, 31-32.

Dodge. Home Geography. pp. 47-49.

Bass. Pioneer Life. pp. 82, 132-136.

Mason. Origin of Inventions. pp. 348-349.

IV. Environment Studies:

A market: relation of garden and market, need of farmer for all his produce. Need of city people for farm produce. Transportation from farm. Delivery from market. Location of city markets.

References:

Chamberlain. How We Are Fed. pp. 32-39.

Frye. Elements. p. 131.

Twitchell. Maryland Supplement.

A fruit store: kinds of fruit, sources, relations of climate to fruit growing, transportation, perishable nature of fruit.

References:

Chamberlain. How We Are Fed. pp. 146, 147, 151, 153, 165, 168, 169.

Frye. Elements of Geography. pp. 69, 110, 111, 135, 138.

V. *Local Surface Features:*

1. The Surface of the Land.

- (a) Soils in connection with primitive agriculture. (b) hills and (c) valleys, (d) plains, (e) mountains where homes are built; Indians' choice determined by food supply, protection.

References:

- Dodge. Home Geography. pp. 17-19, 32, 35.
Frye. Brooks and Brook Basins. Chapter 6.
Mason. Origin of Inventions. pp. 156-157.
Mason. Woman's Share in Primitive Culture, p. 277.
Tarr and McMurray. Home Geography. pp. 14-16, 32-36, 21-26.
Herbertson. Man and His Work. Chapter 6.
Wiley and Edick. Children of the Cliff. Cliff Dwellers.

2. The Water on the Surface of the Land:

- (a) Water courses, (b) streams, brooks, rivers, (c) springs, running water, uses. Solid matter in water. Detritus in rivers. The work of a river.

References:

- Bass. Pioneer Life. pp. 94-96.
Dodge. Home Geography. pp. 22-25.
Frye. Brooks and Brook Basins. Chap. 5 and 6.
Tarr and McMurray. Home Geography. pp. 58-59, 44.

VI. *Map-making:*

- Imaginative sketch of Indian homes and camps along a river. etc. Nature study trip recorded. Street and roads of the immediate vicinity. Imaginative sketches of land and water forms observed and studied.

References:

- Wilson. Nature Study for Elementary Schools
Dodge. Home Geography, pp. 11-13.
Frye. Brooks and Brook Basins.

VII. *Weather Observations:*

- See Nature Study Outline.

WORLD GEOGRAPHY.

I. *Stories of Primitive People:*

- Indians, the Peublos, the Cliff Dwellers. See History Outline.

II. *The World:*

The Round Ball, from *Seven Little Sisters*. Fruits and vegetables from far-away lands; relation of climate to their growth; imaginative journeys to far-away lands.

SECOND HALF YEAR

HOME GEOGRAPHY

I. *Homes:*

Shepherd homes, pioneer homes, Robinson Crusoe's contrasted with the modern home. See History Outline.

II. *Groups of Homes:*

Shepherd camps, pioneer home, our own town. See same topic in First Half Year.

III. *Transportation:*

1. Streets and roads, a pioneer town and surrounding country, our own town.

References:

Atlantic Educational Journal—April, 1909, Towson, Lilla M. Conrey.

Bass. Pioneer Life.

2. Means of Transportation:

Shepherds, camels, horses, caravans, pioneer and modern wagon, carriage, street car, train, boats.

References:

Avis and Perdue. Language Through Literature, Nature, and Art. pp. 129-140.

Chamberlain. How We Travel. pp. 22, 23, 31, 32.

Herbertson. Man and His Work. pp. 104-107.

3. Trade or Commerce and Money:

Barter and exchange. Kind of money. Kinds of goods or commodities. Means of communication, mail, telegraph, telephone.

References:

Arnold. Stories of Ancient People. pp. 141-152.

Bass. Pioneer Life.

Herbertson. Man and His Work. Chapters 10 and 11.

IV. Environment Topics:

1. The Dairy.

Location of farm. Care of cows. The dairy. Care of milk. Distribution to cities; means of transportation. Amount of milk sold in your town, in Baltimore. How often brought to the city. Means used to keep it pure and sweet. Need for prompt delivery. Butter-making, cheese-making.

References:

Chase and Clow. *Stories of Industry*. Vol. 2, p. 100.
Chamberlain. *How We Are Fed*. p. 41.
Hill. *Lessons for Junior Citizens*. pp. 15, 24, 38.
Tarr and McMurray, *Geography, North America*. p. 164.
Agriculture for Beginners.

2. Clothing:

a. A tannery, skins dressed by primitive people; methods used, modern methods.

References:

Chamberlain. *How We Are Clothed*. pp. 49-106.
Chase and Clow. *Stories of Industry*. pp. 69-81.

b. A shoemaker, or shoe factory. Man's need for clothing, material used, suitability, source of supply, preparation, tools used in manufacture, number made each day or week. To whom sold, repairing.

References:

Chamberlain. *How We Are Clothed*. p. 167.
Chase and Clow. *Stories of Industry*. Vol. 2, pp. 67, 75.

3. Shelter, Lumbering, Construction of a House:

A Pioneer's house. The school-house, or a modern home. Location, buying the land, the architect, plan, materials, source, transportation, value. The workman, number, classes, cost of labor, stages in the process, excavating, foundation, frame work, decoration, furnishing.

References:

Avis and Perdue. *Language through Literature, Nature and Art*. pp. 159-100-104.
Chamberlain. *How We Are Sheltered*. pp. 89, 156, 168, 177.
Dodge. *Home Geography*. pp. 44.
Herbertson. *Man and His Work*. p. 59.
Passano. *Stories from Maryland History*. pp. 55. Chapter 5.

V. *Local Surface Features:*

1. The Surface of the Land:

Hills, valleys, plains, deserts, mountains. The homes of different people, the desert, the home of the Shepherd people, the valleys, the early settlers or pioneers. Where cities are built. City and country landscape. Islands and peninsulas.

References:

Andrews. *Gemila* in *Seven Little Sisters*.
Carroll. *Around the World*, I. pp. *Around the World*, II. pp.
Dodge. *Home Geography*. pp. 19-21.
Herbertson. *Man and His Work*. Chapters 1-2-3.
Tarr and McMurray. *Home Geography*.

2. The Water on the Surface of the Land:

Rivers, solid matter in water, detritus in rivers, the work of a river. Lakes, where found. Uses of lakes. Springs and wells. Water supply on the desert, in a pioneer home, in own towns and cities.

References:

Bass. *Pioneer Life*. pp.
Dodge. *Home Geography*. pp. 26-31.
Perdue and Griswold. *Language through Literature, Nature and Art*. pp. 226, 70-72.
Tarr and McMurray. *Home Geography*. pp. 64-48-74.
Mason. *Woman's Share in Primitive Culture*. p. 93.

VI. *Map-making:*

Imaginative sketches of land and water forms; a shepherd camp, a pioneer town, Robinson Crusoe's Island and journeys. Simple map, showing directions of the local towns.

References:

Dodge. *Home Geography*. pp. 11-13.
Passano. *Stories of Maryland History*.

VII. *Weather Observations:*

See *Nature Study Outline*.

WORLD GEOGRAPHY

I. *Stories of Primitive People, Shepherds:*

References:

Arnold. *Stories of Ancient People.* pp. 7-81.

Baldwin. *Old Stories of the East.*

Big People and Little People of other Lands. pp. 199, 227.

Schwartz. *Five Little Strangers.*

II. *Robinson Crusoe.*

See History Outline.

III. *The World:*

The Little Brown Baby. *Gemila*, from *Seven Little Sisters.*

Five Little Strangers.

Around the World. 1 and 2.

THIRD SCHOOL YEAR—GRADE III

READING

In the third and fourth grades the reading should never become a mere rote or mechanical exercise. Reading should continue to be carefully *taught*. Allowing a child to plod through sentences, paragraphs and lessons, without guidance, is to foster gradual deterioration. All work should aim to put the class into the atmosphere of the selection, so the reading may be ready, intelligent and spirited. The study of new and difficult words singly, and in phrases, should be a part of each lesson. Drill should be shorter, and more pointed than in the preceding grades. Correlations with history, literature, geography, nature study are essential.

Poems and stories of real literary value, easy enough for the children to read are selected for oral reading; they are studied with a view to rendering them in a beautiful way to others. Poems memorized, recited in morning exercises, on special occasions; stories reproduced are dramatized; all aid in

good expression. Good expression is a constant aim, dependent upon clear enunciation, correct pronunciation, and intelligent interpretation of the text.

The stimulation or motives governing desire to read aloud is important.

- a. To give information from a book not in the hands of other pupils.
- b. To give pleasure to self and others.
- c. To give expression to original work, as the individual composition.
- d. To prepare for special occasions as morning exercises, Friday afternoons, etc.
- e. To read occasionally to another class in school.
- f. The organization of a Reading Club, or a Dramatic Club, or a Story-telling Club.

FIRST HALF YEAR

Material:

1. Difficult lessons in Second Readers:
Jones' Second Reader, Stepping Stones to Lit. II. First six weeks.
2. Third Reader. *Stepping Stones III.* Lessons selected on this basis:
 - a. Degree of Difficulty.
 - b. Correlated with history, literature, geography, nature study.
3. Supplementary Readers. Selections as above from:
In Field and Pasture; White Cloud, Hare Track, etc.
Fairy Stories and Fables.
Nature Readers, I, Autumn and Winter.

Method:

1. Reading Preparation, or Study Lesson:
 - a. Word Study.
 - b. Phonics.
 - c. Enunciation and Pronunciation drills. (Lists of words and phrases on board before lesson begins.)
 - d. Silent reading under teacher's guidance. Questioning upon story before any reading is done; getting essential facts of the whole lesson; of paragraph wholes. This may occupy a whole lesson period or only a brief part of it.

2. Oral Reading, or Recitation Lesson:

- a. Grasp of thought through mastery of words and ideas. A paragraph read by each child, who should be required to do his best in pronunciation, voice, position and correct interpretation.
- b. Good expression secured through questions to bring on the meaning of the context, and by imitation of the teacher's reading and that of the good readers of class.
- c. Reading in rotation around the class is a bid for inattention. Phonetics and word-study: See "Phonetics for Schools," Robbins. (See Course of Study Brief Book Course.)
- a. Review work of Second Grade.
- b. Laws for ai, ea, oa, etc., for ar, ah, alm, alf, awk, alk, ast, ask, er, ere, e.g., before i, e, y: elementary sounds and characters.
- c. Prefixes and suffixes: un, in, dis, ess, less, ful, ly.
- d. Enunciation and pronunciation drills:
- e. Drill on words commonly mispronounced:

across	catch	just	bedstead	quarrel	precipice
been	children	roof	eleven	width	busily
asked	deaf	barrel	hundred	height	cousin
chimney	get	yesterday	iron	breadth	suppose
once	every	pencil	mountain	factory	mischievous
radish	burst	figure	apron	umbrella	route
- f. Pronunciation. Children should be trained to discover pronunciation of words by themselves.
 1. By means of syllabication and sounds.
 2. By meaning or use in a sentence.
- g. Synonyms, as large, big, huge.
- h. Simple homonyms. Teach each word separately, then place them in relation to test knowledge gained; as, four, fore.

Seat-work:

See Second School Year, Grade II.

Silent reading, to teach children to read independently.

- a. Questions on board as a guide.
- b. Brief outline of story, given in sentence form.
- c. Lists of different words, classes of words, etc.
- d. Writing a sentence, or paragraph, and illustrating it.
- e. Answers to questions. Writing questions on text.
- f. Technical work.

At the end of the First Half Year children should be able to read with intelligence from Third Reader and easy Supplementary material.

The equivalent of half of Third Reader, one Supplementary and one Pleasure Reading Book is the minimum requirement.

In phonetics, they should know six simple rules, and apply them.

Children who fail should be given an opportunity to repeat the work at this time.

SECOND HALF YEAR

Extend the work of the First Half Year.

Material:

1. Third Reader.

Selected Lessons.

2. Supplementary.

In Field and Pasture, Nature Study II, Fairy Stories and Fables, Robinson Crusoe.

Five Little Strangers, Docas, may be read by classes wherever the books are obtainable.

NOTE: The required reading of a grade should be read by all pupils. This does not include all the supplementary material. It will sometimes seem advisable, with certain classes, to use books listed under lower grades.

THIRD SCHOOL YEAR—GRADE III

LANGUAGE

The language work should follow the same lines as those of Grade II. Use the reading lessons, nature-study, geography, history and literature, drawing and hand-work; events and incidents of home and school life, games, occupations; and good pictures for frequent oral and written descriptions and narratives. Read Introduction to Grade I.

I. Oral Composition:

1. Conversation. See Introduction.

To have ideas and a full, rich knowledge of the subject is preferable. Spontaneous interest essential.

- a. Narration of personal experiences.
- b. Descriptions of dramatic and other games; of objects of nature-study; of hand-work—the product and the process of work; of pictures. Summaries of lessons.
- c. Free exercises, undirected.
- d. Directed exercises, guided by questions, by outline or plan.

2. Story-telling. See Literature. Grade III.

- a. Free exercises.
- b. Directed exercises, analyzing the story into parts; naming and telling parts, and the whole.
- c. Preparation for written paragraph through oral outline or plan, and use of appropriate English. Teacher should record the best oral composition at stated intervals.

II. Written Composition:

1. Writing.

- a. Pen and ink introduced into the formal lesson.
- b. Analysis of letter forms; use of practice paper with copy slip, or copy on board.
- c. Special exercises at blackboard.
- d. One stanza of a poem or memory gem, copied each week.

2. Written Work.

- a. Topics developed in oral composition should be used for written work. As in previous grades children should work under the supervision of the teacher at the blackboard whenever possible. Difficult words should be given, grammatical errors avoided, expression strengthened through teacher's guidance.
- b. Class story or class composition, as in previous grades,—though given less frequently.
- c. Independent composition.

Children must be interested if they are to work with freedom and spontaneity.

Look out for—

1. Orderly arrangement of ideas.
2. Construction of sentences.
3. Choice of words and phrases.

4. Correction of mechanical details.
- d. Introduce paragraph writing.
 1. Ask the class to answer a series of questions which are continuous in thought, and whose answers will form a paragraph.
 2. Paragraphs in the *Class Story* which the children copy.
 3. Paragraphs in the reading lesson. Study and copy.
 4. Outline in *simple sentences* a topic, children write simple paragraphs.
- e. Dictation.
 1. Class composite—sentences dictated by children on a given, familiar subject—a paragraph.
 2. Paragraph made by teacher—a summary of a nature or history lesson.
 3. Paragraph from classic literature.
Present difficult words, phrases, technical forms, before dictating. Write the paragraph on board; discuss; erase; dictate.
- f. Letter-writing.
 1. Copy a letter—written by Lewis Carroll to a little friend, or a model letter written by teacher.
 2. Copy a *Class letter* to an absent classmate, or for the *Correspondence Club*.
 3. Dictate a letter previously presented on the board. Let it be simple and short.
 4. Invitations, business letters, telegrams, bills.
 5. Correct form of heading, salutation, signature, superscription should be uniformly required and fixed through repetition.
- g. Picture Study.
 1. Naming; the characters; simple description.
 2. Narration.

NOTE: One lesson a week under supervision will be given in each of the following: Oral work, Class Story, Dictation, Independent work, and Technical work. Other exercises in independent and technical work will be given as undirected seat work.

III. *Technical Work:*

1. Capitals.

First line of poetry. Children should copy once a week a memory gem or verse of larger poem. Names of months, days of week, seasons. Other proper names as they occur in written work.

2. Punctuation.

Apostrophe in the possessive singular; period in abbreviations; hyphen at the end of lines where a word is left unfinished, and only at the end of syllables. Contractions: I'll, you'll, isn't, don't, hasn't.

3. Abbreviations.

Names of months, days of week. Arithmetical abbreviations used in grade: ave., no., Md., Dr., A. M., P. M., P. O., P. S., Rev.

4. Address.

Child's own address with correct punctuation. Address of letters.

5. Irregular verbs.

Ring, rang, rung; see, saw, seen; draw, drew, drawn; burst, burst, burst; throw, threw, thrown; give, gave, given; steal, stole, stolen; choose, chose, chosen; grow, grew, grown; stay, stayed, stayed; take, took, taken.

6. Correct use of—

There is, there are; there was, there were; this, these, anything, nothing, *ought* not.

7. Correct use of—

I, he, she, they, after the verb *to be*. Impress "It was I;" "It was she," until normal habits of speech are formed.

8. Train pupils in habitual use of polite language.

Terms of respect in speaking and writing of parents and elders:
My dear mother, *Mrs.* Frank Smith, *Miss* Jones, If you please, pardon me, etc.

9. Be on the watch for such forms as—

"Slung," "Busted," "Where is it at," What for which, "It is" for "there is," "I taken it," etc.

Place list of correct expressions in phrases and sentences on board for two-minute drills.

10. Points of form—

Emphasize use of margin, proper way to write title—paragraphing, formation of letters, spacing, punctuation—through discussion and strict observance of these details until they become automatic. Accept no work careless in appearance. *Children should be required to look over their work carefully before submitting it to the teacher.* The work should be corrected in class by use of blackboard wherever possible.

NOTE: One language period is a generous amount of

time to devote to Technical work in this grade; much of this work should be given incidentally in connection with other subjects, and as seat preparation in Reading.

The oral work of this grade should increase the pupil's power and facility to converse about a subject simply outlined; to re-tell stories showing a reasonable grasp of the thought and some use of appropriate language; to describe in a simple, intelligent manner, incidents, games, and experiences; and to recite naturally the poems taught.

By the close of the work in this grade the child should be able to write two simple paragraphs—after oral presentation; should write brief letters correctly; should write—correctly simple paragraphs given as dictation, after study; should write correctly a poem committed to memory. The ability to do this work is the requirement for advancement to Grade IV.

THIRD SCHOOL YEAR—GRADE III

SPELLING

Spelling:

A systematic course in word-study should give careful training in oral and written form; the exercises, therefore, should make appeal to the ear and eye combined.

1. The oral word appeals to the ear—pronunciation.
2. The written word appeals to the eye—form letters in proper order.
3. Correct pronunciation is as important as correct spelling, serving as an aid to the latter. Syllabication.
4. Lead children to form the habit of selecting the phonetic or ear words,—then locating the difficulties in all new words which require concentrated attention for mastery.

5. *Habits of exactness* in written form, in spacing, in margin, etc. If a pupil habitually misses a few words each lesson throughout the grade—he receives a large amount of bad training.
6. Systematic work in word-building, phonics, synonyms, and antonyms; in enunciation and pronunciation of words commonly mispronounced, in listing words commonly misspelled.
7. Simple rules of spelling memorized and applied.
8. *Dictionary or Spelling Book* of words frequently misspelled kept by children.

FIRST HALF YEAR

Text: Rice's Speller.

1. The text should be in the hands of the pupil. Two lessons a week from the spellers given as a dictation exercise. Five minutes' *daily* oral work given from the book, preparation of lesson made by home study. Urge parents to hear children spell orally at home.
2. Words selected from history, geography, nature study, literature, on the basis of need, and grouped according to some criteria. Miscellaneous lists are to be avoided. Two lessons a week given as a dictation exercise in sentences which are grouped about a *central theme*. One lesson a week given to review.
3. See outlines in Reading and Language.

SECOND HALF YEAR

Continued:

By the end of the year children should have gained reasonable methods of study, should show habits of exactness in oral and written work, and be able to spell correctly the words commonly used in the written composition work of the grade—both independent and dictation exercises. These should be deemed a requirement for advancement to the Fourth Grade.

THIRD SCHOOL YEAR—GRADE III

ARITHMETIC

Society demands ability to count, and to read, and to write number; accuracy and rapidity in the four fundamental processes operating in integers and fractions; simple exercises in the application of these processes to the real problems of life, a knowledge of the tables of measurements which are in common use. Whatever is given in primary grade should emphasize these essentials within the grasp of the child's ability. To this end, the outline which follows provides for a systematic drill in the processes—a drill which must be continued beyond the primary grades—if the desired standard of accuracy and rapidity be secured.

Read Introduction to Grade IV.

I. Integers:

1. Notation and numeration of six orders:
Units, tens, hundreds, thousands.
Roman numerals, to *L*.
2. Fundamental operations.
 - a. Addition—limit to numbers of three and four orders; five addends.
 - b. Subtraction—limit to numbers of three orders; later four orders.
Counting—5's, 10's, 2's, 4's, 3's, 6's, 9's, 7's, 11's, forwards and backwards from 100.
Forty-five combinations: Drill until recall is automatic.
 - c. Multiplication—two, three orders by one digit; later three orders by two digits.
 - d. Division. Short—four orders by one digit, by 10, 11, 12.
Tables,—in same order as in counting. Multiplication, division, and part-taking or fractional, used interchangeably in drill.

II. Fractions:

1. Part-taking tables:
 $1/2$, $1/4$, $1/3$, $1/6$, $1/5$, $1/10$, $1/7$, $1/9$, $1/8$, $3/4$, $2/3$, $2/5$, $3/8$.
2. Equivalents:
 $1/2$, $2/4$, $3/6$; $1/2$, $5/10$; $2/3$, $4/6$; $1/4$, $2/8$.
Concrete work with fraction strips or paper.

3. Addition and subtraction within these separate groups. All concrete work:

Fraction, strips, paper, lines, rectangles, etc.

4. Use Decimal point in writing dollars and cents without explanation.

III. Measurement:

U. S. Money. Liquid and Dry Measure. Linear and Square measure; Time; Weight.

Abbreviation: in., ft., yd., oz., lb., doz., qt., pt., gal., pk., bu.

Change denominate numbers to next higher or lower units.

Problems in application.

IV. Incidental number work related to a definite center of interest.

Home geography; building; measuring distances;

Gardening—nature study, simple science problems.

Food products: cost, selling price, quantities; grocer's bills.

Transportation—Maps. Drawing to scale, simple exercises.

Construction, areas.

Number games.

Text:

Nichols. Book II. (Oral arithmetic, only.)

References:

Belfield and Brooks—The Rational Arithmetic.

Myers—Arithmetic, Book I, Part II.

Smith—Primary Arithmetic.

FIRST HALF YEAR

September and October.

NOTE: Review of work done in preceding grade. This work may require from four to six weeks. One-half of each Arithmetic period should be given to oral work.

I. Integers:

Units, tens, hundreds, and later thousands.

Roman numerals: clock face, lessons, etc. to XXX.

I. Integers:

1. Notation:

Units, tens, hundreds, and later thousands.

Roman numerals; clock face, lessons, etc., to XXX.

2. Fundamental operations:

Addition. Myers Arithmetic: pp. 1-44. Smith's Arith., pp. 1-40.

a. Counting—5's, 10's, 2's, 3's, 6's, forwards and backwards from 100 in same order.

b. Tables: addition; 45 combinations; *memorized* until automatic recall is assured.

Multiplication: 5's, 10's, 2's, 4's, to 24; $1/2$, $1/4$, $2/4$, $3/4$, $1/5$, $2/5$, $1/10$, to 60/100.

Making of tables:

1. Equal groupings.

2. Unequal groupings.

3. Recognition of tens.

4. Illustrations.

c. Explanation and use of the signs: though most of the work is in the column form.

d. Study carefully Smith's method of presentation; note *flash* or sight work. Eye training as well as written work.

Single columns: pp. 27-28.

Recognition of tens, p. 33.

Repeating the unit in a series, p. 36.

Single column addition: (tens), p. 39; (hundreds), p. 52.

Development of the process: pp. 55-56-58, 80, 84.

3. Measurement:

a. Liquid and dry measure. Weight.

b. United States Money.

c. Time. The Clock face. Roman notation to XXIV.

4. Incidental number work.

a. Applications in simple problems: related to industrial history, etc., which give review in the four fundamental processes.

Original problems made and solved by the children, both oral and written. During these months special stress placed on *addition* problems which are real to the children, growing out of *real* situations. Smith gives you the method; Myers and Belfield and Brooks give you problems with *content*; and the regular work should suggest others.

Follow Myers *regularly*.

b. Games—emphasizing tables, through scoring, time limits, etc.

NOTE: Always teach slowly, and carefully, the process first, then drill and apply for facility. Do not teach by *drill*. *Teach first*, then drill; and the more effective the teaching the less need of drill.

November and December:

1. Notation and Numeration:

Thousands.

2. Fundamental Operations.

Addition continued.

Subtraction.

Myers Arithmetic, pp. 45-63.

Smith's Arithmetic, pp. 40-85.

a. Counting: 5's, 10's, 6's, 12's, 2's, 4's, 8's, 15's, 25's, forwards and backwards from 100.

b. Tables.

Addition: forty-five combinations.

I.					II.					III.					IV.				
3	4	3	2	6	3	4	3	2	2	2	8	4	5	7	2	6	5	7	5
2	5	9	2	4	6	9	3	6	8	4	6	4	8	3	5	7	3	8	5
V.					VI.					VII.					VIII.				
7	6	7	9	4	7	3	5	9	9	8	9	6	7	9	1	5	7	2	8
9	6	2	9	8	7	4	7	2	1	8	6	5	1	8	8	9	4	1	3

Present the groups and the reverses in order given. Memorize.

Multiplication; 6's, 12's, 4's, 8's, to 24.

1/5, 3/5, 1/6, 5/6; 1/4, 3/4; 1/8, 1/12, to 60/100.

c. Study carefully Smith's method of presenting subtraction.

Observe logical sequence of difficulties.

Oral. Recognition of units and tens, pp. 41-52-84.

Flash. Recognition of units and tens, p. 41.

Written. Recognition of units and tens, pp. 43-59.

Development of process, pp. 84-85.

Simple exercises in multiplication and division.

3. Measurement:

a. Linear measure.

b. Dozen. Working days,—month: uses of six.

c. Applications.

References:

Belfield and Brooks.

Myers' Arithmetic.

4. Incidental Number Work.

Applications in simple problems involving children's affairs and interests which give review in the four fundamental processes.

Bills—Christmas shopping, laundry bills; Christmas sales; school room measurements; articles made, rugs, pillow, etc.

Original problem made by children.

NOTE: Let the problems be children's problems, not adult problems. A child's interest in formal work is real; but it is short-lived. This variety of interest is soon outgrown. Problems must have *content*; therefore connect them with every-day affairs.

Games: emphasizing tables, and combinations.

References:

Belfield and Brooks, pp. 45, 57, 105.

Myers, pp. 40-44, 45-47.

Smith, pp. 29.

January and February:

1. Notation and Numeration.

See preceding months.

2. Fundamental operations:

Review and extend addition and subtraction.

Multiplication. Myers' Arithmetic, pp. 65-80.

Division: Smith's Arithmetic, pp. 45-78, 53, 45, 47, 52, 87, 88, 89, 90, 121.

a. Tables. Addition—45 combinations.

Multiplication, 7's, 8's, $1/7$, $1/8$, $4/8$, $5/8$.

b. Multiplication and division, limit to one figure and the use of 10; at first numbers of two and three orders.

c. Study carefully Smith's presentation of multiplication, p. 121; Division, p. 123.

3. Measurement:

Time: (uses of seven.) Dry measure. Weight.

Applications: wages and time problems; School-hours. Review and apply previous knowledge of dry measure. Estimate and measure contents of boxes. Box-making.

4. Incidental number work related to a definite center of interest.

Dairy problems—shoe factory, Weight of children, etc. Wages for men, boys, women; Earning money.

Games. Drills on multiplication tables.

SECOND HALF YEAR

February:

Continue work of January.

March and April:

1. Fundamental operations:

Addition and subtraction.

- Time tests, securing accuracy with speed.
- Tables: 45 combinations—automatic recall.
- Terms of addition and subtraction; uses of tables.

Multiplication:

- Multiplication by two figures late in April; use numbers of two and three orders only.
- Tables: 9's, 11's; $1/9$, $3/9$, $6/9$, $1/11$.
- Time tests for accuracy and speed.
- Terms of multiplication used.

Division: Short; continued until end of year.

- Division by one figure only. Short division with 10, 11, 12. Limit quotient to numbers of four orders.
- Read the quotient in terms of the divisor, and do oral work, e. g.,

$$\begin{array}{r} 5 \overline{) 4735} \\ \underline{947} \end{array} \quad \text{equals} \quad \left\{ \begin{array}{l} 4500 \\ 200 \\ 35 \end{array} \right.$$

- Tables: part-taking, made and emphasized.

2. Measurements:

Linear measure. Square measure. Cubic measure.

NOTE: All this work must be kept concrete, must be based upon actual estimation and measurement. Use Speer blocks, cubes, paper, blackboard illustrations; boxes made by children and boxes brought for purposes of study.

3. Incidental number work related to a definite center of interest.

Pioneer travel as compared to present; time, distance, number of people, etc.

Telephone and telegraph; cost of installation; messages, messenger service, time.

Garden measurements: products, wages.

May and June:

1. Notation and Numeration.

Thousands, hundreds of thousands.

Roman notation to L.

Terms of notation: used and spelled—units, tens, hundreds, thousands.

2. Fundamental operations:

Addition, subtraction, multiplication and division. Myer's Arithmetic, pp. 96-118.

a. Methods of proof emphasized.

b. Time tests for speed and accuracy.

c. Tables: addition, reviewed, and extended to tens, hundreds.

Multiplication: 12's. *Review all tables.* $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{12}$.

3. Measurements:

United States money. Linear and square measure continued.

Review of all tables, committed to memory.

Abbreviations of arithmetical terms: in., ft., yd., sq. in., sq. ft., etc.; gi., pt., qt., gal., pk., bu., oz., lb., c., cts., \$; bbl.; yr., mo., da., min., hr.

Applications. Problems in buying and selling. Charity sales.

Simple bills.

4. Incidental number work related to a definite center of interest.

Cost of summer clothing; cost of summer trips; summer pleasures; refreshment stands; garden problems; construction work.

Drawing to scale.

NOTE: All written work is preceded by oral work which involves the same principles. One-half of each recitation period should be devoted to lively, snappy drill.

At the end of the Third Year the pupils should *know* the multiplication tables, the forty-five fundamental addition facts; the fundamental processes, not including long division, using them *accurately* and with a fair degree of rapidity within the limits of simple integers, and applying them to simple problems within the range of their experience.

See also *Summary for Grade III, Myers' Arithmetic*, p. 206.

DRAWING

In the previous grades the children have been satisfied with crude symbols showing but little discontent with crudeness of result. This period is followed by an objective interest in the drawings, and imperfections discourage and disgust them. The work should, therefore, lead to a closer visual analysis, and should enable children to gain skill in accurate seeing and artistic, truthful execution.

The subject-matter includes the seasonal coloring of plants and landscapes—the illustrations of dramatic incidents of the history and literature, the decorations of such articles as the children have occasion to make during the year, and a simple study of three great masterpieces suited to the children's interests.

The materials used are crayons, charcoal, chalk, brush, ink, scissors, paper, blackboard. The time devoted to drawing is one hour a week. Much help may be given by means of blackboard sketches, by pictures, but *all such help must be removed* while the children are drawing. The size and shape of the paper should suit the purpose of the lesson. Nature drawings should be life size. All small, insignificant work should be avoided. Work for technique through bold, strong strokes. Avoid the repetition of *studies* used for objective drawing in previous grades. Each directed lesson in objective work should be followed by an undirected lesson similar in nature. Drawing lessons should supplement other lessons wherever possible.

September:

Color:

Conversation lessons reviewing knowledge gained in previous grade. Teach pleasing combinations in arranging flowers in suitable dishes and vases for home and school decoration.

Standards, tints, and shades. Use color scale.

Stained glass effects to illustrate color blending. Use brush and water color.

Illustrative:

Make blue sky, green fields, showing middle distances and trees in perspective.

Drill on parts of pictures, trees, rivers, ponds, roads, pose, etc.

Blackboard work, massed figures.

Art Text Book III, pp. 1-5.

October:

Objective:

Flowers with foliage. Fruit on branch with foliage.

Single leaves—studying shapes of several different positions.

Sedges—seed-pods, within vertical oblong. Study good arrangement for expression of growth, for size and placing on paper. Represent in charcoal, in brush and ink, in colored crayon or soft pencil. Repeat lessons until reasonable results are obtained.

Art Text Bk. III, pp. 15-20.

Illustrative:

Tree Study. Study special tree for proportion and outline, foliage masses, shape of trunk. Study picture. Block in with pencil one tree. Paint a tree from memory—brush and ink. Study autumn foliage in an October maple-tree, colored crayon. Landscape, "October." Sky, ground, distant tree, and one near tree.

Art Text Bk. III, pp. 4-7.

Design:

Use triangles and lines on Indian belts, head-dress. Indian ornament.

Border design using tree study, or leaves, or simple flower, as units.

Art Text Bk. II, p. 53.

November:

Objective:

Fruits, berries, seed-pods, rosehips, red peppers. Leaves—branch of autumn leaves.

Vegetables with foliage or in groups; avoid indicating table line.

Charcoal, brush and ink, crayon as above.

Art Text Book, III, pp. 18-20.

Illustrative:

November landscape. Pilgrims going to Church.

Pose drawing—Pilgrim boy, girl.

Design:

Use seed-pods, flowers, etc., for book covers.

Cut and mount some drawing for Thanksgiving card, landscape suggested.

For pillow top or mat.

Picture-study:

Boughton, George H. *Pilgrims Going to Church.*

Bouweret, Dagnan. *At the Watering Trough.*

December:

Objective:

Use two spheres or cylinder and sphere for models—study near and far position. Use two apples or a tumbler and an apple—compare with type form. Block in only, showing positions, near and far.

Art Text Book III, pp. 41-45.

Illustrative:

Winter landscape in three values showing sky, land and bare trees. Crayon, or brush and ink. Daily lessons on blackboard and paper.

Art Text Book, III, pp. 8-9.

Design:

Memory drawings of line border design at blackboard and on paper.

Teach border, surface, and rosette, for decoration using as motifs simple spot combinations, plant, animal, bird, or insect shapes as repeats, and apply to make articles—book-cover, blotter, calendars. Do not use ribbon on book-covers.

Art Text Book III, pp. 61-62.

January:

Objective:

Christmas toys; a group of two objects related to daily work; Indian bowls or simple pottery. Cut from paper; color and decorate. Brush and ink. Japanese lanterns and fans.

Art Text Book III, pp. 46-47.

Illustrative:

Winter sports. Pose drawing from child in action. Large figures. Blackboard work.

Design:

Line borders. Apply to Indian blanket; to rug.
(See December outline.)

Picture-study:

Bonheur, Rosa. *Brittany Sheep*.

Millet, Jean Francois. *The Shepherdess*.

February:

Objective:

A group of two objects related to the daily work; drum and horn.

Illustrative:

Stories of bravery related to the national holidays.
Winter landscape. Pose—back view.

Design:

Valentines. Apply motifs previously developed.
Make book-cover for a language lesson.

March:

Objective:

Bulbs—bare trees, budding branches, brush and ink.
Art Text Book III, pp. 24, 25.

Illustrative:

March landscape showing cloudy sky.
Pose drawing from children in action and from animals studied.
Art Text Book, pp. 26, 33.

Design:

Line spacing in making plaids.
Design unit from given number of lines and spots. Arrange to cover a surface. Colored crayon.

April:

Objective:

Sprouting bulbs, branches, growing plants, as geranium, etc.
Pencil massing, charcoal, colored crayon. Spring flowers, with foliage, arranging in vertical oblong. Study growth, positions of branches, or leaves and color. Brush and ink.
Crayon. Value charts.

Illustrative:

Landscape—spring. Study blossoming tree. Encourage observation of color out of doors.

Design:

Rainy Day. Brush and ink.
Art Text Book III, p. 23.
Continue lesson from previous month.

May and June:

Color:

Review oral color lessons from September outline.

Objective:

Continue nature drawing. Select large interesting studies among vegetables, fruits and flowers.
Draw solids from memory.

Illustrative:

Pose-rapid figure sketches—action poses—sketch from memory.
Large figures.

Summer occupations, history, literature, and geography lessons,
study landscape pictures. Use as background for the above.

Art Text Bk. III, pp. 26, 27, 29, 38, 39.

Design:

Apply flower units; units from given number of lines and spots,
etc., to book-covers for June work. Study of space relations;
of color-schemes in relation to paper and its purpose.

Art Text Bk. III, pp. 66, 67.

Picture-study:

Landseer, Edwin. *Dignity and Impudence*, or

Murillo. *The Melon Eaters*.

THIRD SCHOOL YEAR—GRADE III

HANDWORK

Read Introduction to Grades I and IV.

Materials:

Paper—bogus, manilla, cover, tagboard—raffia, jute, warp, roving, burlap, clay.

I. Construction:

1. Method:

- a. Introduce the use of the ruler, with inches first; later, halves, quarters.
- b. Urge children to find new uses for the materials furnished.
For use in the original work a number of extra sheets of cover paper will be sent yearly to each school.
- c. Dictation should be simple, and direct: given orally with blackboard illustrations; given in written form, permitting children to work out simple problems in undirected lessons, e. g. seatwork.
- e. Process of work, oral and written.
- d. Simple descriptions of type-form—circle, square, oblong, rectangle, triangle, cube, oral and written.

2. Model

Circle marker
Circle: needle-
book cover
Semi-circle: candle
shade or wigwam
Square: purse, tray
Seed box
Oblong rectangle: book marks,
cards, Indian head-dress, belts
Envelope, school use
Bound book or desk pad
Portfolios
Blotters
Triangles
Corner book marks
Valentines and envelopes
Cubes, boxes, or
Bird houses
Square, prism, matchesafe
Trunk, triangular prism
Comb case
Hexagon, May basket
Looms for weaving

Material

Tagboard 7x1 ins.
Cover paper 4x4 ins.
Cover paper 4x4 ins.
Manilla 8x8 ins.
Manilla 8x8 ins.
{ Tagboard 4x8 ins.
{ Cover paper 2x6 ins.
Manilla 18x24 ins.
Tagboard, cover paper.
Tagboard, cover paper.
Cover paper 4x8 ins.
Cover paper 8x8 ins.
Cover paper 4x4 ins.
Drawing paper
{ Manilla or
{ Cover paper 8x8 ins.
Cover paper
Bogus
Bogus
Bogus, cover paper
Tagboard.

References:

Holton and Rollins—Industrial work for Public Schools.
Siegmillner—Primary Handwork.

II. Clay Modelling:

Since the clay is used largely as an illustrative material, the teacher and the children together should choose the kind of work which will best aid in the interpretation of subject matter; nature subjects in spring and fall; people and representative activities in connection with history and literature. The objects themselves, not representations of them, must be given as models, placed near enough for close examination of form and surface.

1. Modelling from objects or picture:
 - a. Fruits, vegetables,

- b. Animals of the forest, animals used in transportation.
- c. People representing varied activities.
- 2. Pottery: Indian bowls, flower pots, cases, trays.
- 3. Tiles:
 - a. Leaf, flower, fruit.
 - b. Simple units, leaf, flower, seed.
 - c. Stories illustrated: Cinderella, Baucis and Philemon.
The Ugly Duckling. Fox and the Grapes.
 - d. Representative activities: Indian life, Shepherd life, Pioneer life.

III. Weaving:

- 1. Method:
 - a. Talks about textiles, cotton, jute, raffia.
 - b. In making articles the following outline is suggested:
 - 1. Name of article made.
 - 2. Purpose.
 - 3. Materials that can be used.
 - 4. Measurements of materials and pattern.
 - c. Require oral descriptions of work previously done.
 - d. Encourage blackboard illustrations by pupils.
 - e. Attention to details previous to the lesson insures successful results.
 - f. Community work emphasized.
- 2. Materials:

Raffia, jute, warp, rags, grass, corn husks.

Children are urged to bring short lengths of left-over materials from home.

Model.	Material.
Picture frame	Raphia (winding)
Circular box	Raphia (winding)
Rectangular box	Raphia (winding)
Napkin ring	Raphia (winding)
Mats, card-case, needle-book, etc.	Raphia (weaving)
Indian carrying band, circular table mats	Raphia (braiding)
Baskets, purses, etc.	Raphia (braiding)
Knotted bag	Raphia (knotting)
Rug (community work)	{ Jute (cardboard loom)
Hammocks	{ Rags (sewed, braided)
Pillow tops	Warp (cardboard loom)
Pillow (raphia, on frames)	Burlap and roving, or jute, or raphia.

NOTE: Large wooden looms should be used wherever available. Simple patterns made previously on paper should be used as guides in the weaving.

References:

Holton and Rollins—Industrial Work for Public Schools.
Siegmilller—Primary Handwork.

PHYSICAL CULTURE

Read Introduction to Grade I.

AUTUMN: SEPTEMBER, OCTOBER, NOVEMBER

Directions for the following GAMES are given in *Education by Plays and Games*, by Johnson.

Games for Outdoors:

1. Review Games of Grade II.
2. Tommy Tiddler's Ground, p. 101.
3. Still Pond, p. 123.
4. School Ball, p. 108.
5. One Old Cap, p. 108.
6. Hop Scotch, p. 113.
7. Archery, p. 111.

Games for Indoors:

1. Review Games of Grade II. (Many of the above.)
2. Bird Catcher, p. 116.
3. Hunt the Slipper, p. 125.
5. Crambo, p. 127.
6. Schoolmaster, p. 127.

Rhythmic Exercises. (Two periods weekly.)

1. Lesson 1. Military marching.
2. Lesson III. Social and Nature Plays.
3. Lesson VIII. Festivals.

(See Monthly Outline.)

Preliminary Gymnastics:

The first three or four minutes of every recreation period should be given over to some general exercise for the whole class.
For example:

1. Marching—with high chests and straight backs.
 2. Stretching—upward and sideways—rise on toes when stretching upward.
 3. Breathing—with lifting of chests, and backward bending of head.
 4. Arm stretching—sideways; upward; and downward. Arms are bent up so that fingers touch the outside of the shoulders, and the elbows are pulled back and down. To counting, one (bend), two (stretch).
 5. Rising on toes, to counting.
Walking on tip toe; Heel and toe, etc.
 6. Bending forward slowly, and straightening to an erect position. See-Saw.
 7. Running, skipping around the room, lightly on toes and in rhythm.
Vaulting over seats.
 8. Breathing—with arms raising.
- From Rochester Course of Study, p. 107.
Gulick. *Good Health*, pp. 165-170 147-152, 153-158.

Health Lessons:

Talks with the children, one lesson a month upon the following topics:
How to sit and stand. How to care for the teeth.

Reference:

Gulick. *Good Health*, pp. 165-170, 147-152, 153-158.

WINTER: DECEMBER, JANUARY, FEBRUARY, MARCH

Games for Outdoors—(corridors, playrooms, on stormy days).

1. Review games previously given.
2. Dare Base, p. 104.
3. Huntsman, p. 106.
4. Relay Races, p. 167.
5. Tag, p. 164.

Games for Indoors:

1. Review Games previously given. (Many of the above.)
2. Simon Says "Thumbs Up," p. 124.
3. Beast, Bird, or Fish, p. 126.
4. Observation, p. 129.
5. Anagrams, p. 152.
6. Riddles.

Rhythmic Exercises:

1. Lesson II. Rhythmic Plays.
 2. Lesson V. Town Characters.
 3. Lesson VI. Rhythmic Movements.
 4. Lesson VII. Folk Dances.
 5. Lesson VIII. Festivals.
- (See Monthly Outline.)

Preliminary Gymnastics:

Same as in previous lessons.

Add, arrangement of class according to height.

Give children places and command them to "Change place for Exercise" at the beginning of each recreation period.

Health Lessons.

Talks with children, one lesson a month upon the following topics:

Appetite. True and false. Care of the hair.

Suggestions on First Aid to the Injured.

Emergencies, pp. 1-25.

Reference:

Gulick. *Good Health*, pp. 53-46, 77-89, 108-113.

SPRING: APRIL, MAY, JUNE

Games for Outdoors:

1. Review Games previously given.
2. Races, p. 107.
3. Hoop rolling, p. 106.
4. Ball games, pp. 108-109.
5. Archery, p. 111.
6. May Polo Dance, p. 139.

Games for Indoors:

1. Egg Polo, p. 116.
2. Bird Catcher, 116.
3. Beast, bird or fish, p. 126.
4. Schoolmaster, p. 127.

Rhythmic Exercises:

1. Lesson II. Fancy Steps.
2. Lesson IV. Industrial Imitations.

3. Lesson IX. Marching.

4. Lesson X. Review.

(See Monthly Outline.)

Preliminary Gymnastics:

(See Monthly Outline.)

Health Lessons:

Talks with the children, one lesson a month upon the following topics:

Suggestions on First Aid to the Injured:

Sprains, Punctured wounds, Cuts and Bruises. How Wounds Heal, Bandages. What the City Does for People in case of Accident.

Reference:

Gulick. *Emergencies*, pp. 21-46.

NOTE: This outline is an adaptation from the Rochester Course of Study.

FOURTH SCHOOL YEAR—GRADE IV

HISTORY

Geography and History are closely associated and one should constantly reinforce the other. It seems advisable, however, to clearly define the work in each subject as a guide to the selection of clear-cut, well-defined lesson topics, and as a preparation for the more systematic geography and history of the fifth year; the teacher should never lose sight of the fact that there can be no real teaching of the one subject without a teaching of the other.

The material for the work of this grade may well be drawn from the rich and stirring pioneer period through which our

country passed; from stories and poems which embody the spirit of the pioneer or explorer, and from the celebration of our national holidays.

The stories should be told by the teacher and reproduced by the children. One story a month may be written after oral reproduction. Fewer stories well told, emphasizing essential and interesting facts will lead to fruitful results.

FIRST HALF YEAR

I. History Stories From Other Countries:

1. *Viking Tales.* Read to children and used as a basis for discussion.
2. Eric, the Red.
3. Lief Ericson.
4. Norse Stories. How Thor Came by His Hammer.

II. Discoverers and Explorers:

1. Early pioneers:
 - a. Miles Standish. Massachusetts.
 - b. Captain John Smith. Virginia.
 - c. William Penn. Pennsylvania.
2. Modern explorers:
 - a. Henry M. Stanley.
 - b. David Livingston.

III. Celebration of National Holidays:

1. Thanksgiving.
2. Christmas in Other Lands. Norway; Germany.
3. Defender's Day.

SECOND HALF YEAR

I. History Stories from Other Countries:

1. Cleon, from *Ten Boys of Long Ago.* Read to children and used as a basis for discussion.
2. *Story of Ulysses.*

3. Greek Stories. Selected from *Old Greek Stories*. Baldwin.

II. *Discoverers and Explorers:*

1. Early Pioneers:
 - a. Lord Baltimore. Maryland.
 - b. Daniel Boone. Kentucky.
 - c. Henry Hudson. New York.

III. *Early History of Maryland and Vicinity:*

1. Settlement, St. Mary's.
2. Monuments in Baltimore.
3. Forts. Other historical spots.

IV. *Celebration of National Holidays:*

1. Lincoln's Birthday.
2. Washington's Birthday.
3. Maryland Day.
4. Memorial Day.
5. Fourth of July.

FIRST HALF YEAR

I. *Viking Tales:*

Description of the country; the homes of the Vikings; their characteristics; their occupations; weapons, tools; modes of warfare; sports; feasts. Modes of travel. Viking ships. Compare with war frigates. Review story of Fulton and his steamboat. Compare the modern boats.

Discoveries of Iceland, Greenland, Vinland.

Eric, the Red

Lief Ericson

Adventures; explorations, settlement in North America. Emphasize spirit of adventure.

Norse Stories. How Thor Came by his Hammer. Death of Baldur.

References:

Brown. In the Days of Giants.

Carroll. Around the World II. pp. 78, 128.

Hall. Viking Tales.

Longfellow. The Skeleton in Armor. pp. 15.

Mabie. Norse Stories. pp. 69-99, 127-156, 197, 222.

Montgomery. Beginner's History pp. 15, 171-178.

Stories of the Thirteen Colonies, pp. 24-30.

II. *Discoverers and Explorers:*

1. Early Pioneers.

a. Miles Standish:

The Pilgrim settlement. Characteristics of people; their customs, home, school, church. Relation with the Indians. Miles Standish as the warrior hero. Parts of Longfellow's poem read to children.

References:

Hart. Colonial children.

Longfellow. Miles Standish.

Pratt. Stories of Colonial Children.

Stone and Fickett. Everyday Life in the Colonies.

b. Captain John Smith:

Settlement of Virginia. Smith as leader. Experiences in the colony; with the Indians. "The man who could make paper talk." Story of Pocahontas and John Rolfe. Jamestown past and present. Life on a Virginia plantation. Raising of tobacco. Mansion house; Mt. Vernon as a type. Servants' quarters. Christmas in Old Virginia. Communication between the Colonies; horseback, courier, stage-coach, canoes, rowboats, sailboats.

References:

Eggleston:

Stories of Great Americans for Little Americans.

Stories of American Life and Adventure.

First Book in American history.

Guerber. Stories of the Thirteen Colonies, pp. 87-101.

Montgomery. Beginner's History, pp. 25-35, 103, 108, 117, 118.

Myers. General History.

Pratt. Stories of Colonial Children, pp. 153, 163.

Welsh. Colonial Days, pp. 5-84.

c. William Penn:

William Penn and the Quakers; home in England. The grant of land, and settlement in America; name of state; friendly relations with the Indians. Penn's treaty with the Indians. Treaty—Elm, wampum belt, monument marking the spot. Founding of Philadelphia; early history, first houses, animals brought from England, etc. Old State House. Independence Hall. U. S. Mint.

References:

- Eggleston. Stories of Great Americans for Little Americans, pp. 17-21.
American Life and Adventure.
First Book of American History.
Guerber. Stories of the Thirteen Colonies, 147-152.

2. Modern Explorers:

- a. Henry M. Stanley; b. David Livingston. Childhood, boyhood, adventures, explorations.

References:

- Champlin: Encyclopaedia of Persons and Places.

III. *Celebration of National Holidays:*

- Thanksgiving. President's Proclamation. Festivals among the Norse. Harvest Home among the Teutons. Our Thanksgiving observances.
Christmas in Other Lands. England. Germany. Norway. Colonial Times.

References:

- Andrews. Seven Little Sisters, pp. 148-167.
Atlantic Educational Journal. December, 1908.
Earle. Child Life in Colonial Days.
Flanagan Company. Christmas in Other Lands.
Ladies' Home Journal. December, 1903-1906.
New Century Second Reader, pp. 112-113.
Pratt. Stories of Colonial Children, pp. 43-51.
Patton. The Year's Festivals.
Primary and Intermediate Plan Books. December.

SECOND HALF YEAR

I. *History Stories from Other Countries.*

a. Cleon—the Greek Boy:

- The Valley of Elis. March to Olympia—Spartan Boys.
Food—black bread and water. Must be athletes. Few luxuries.
Bed of rushes and thistle-down. The Athenian Boys. Cleon, the Pedagogue. Cleon's school. Cleon's games. Journey to Olympia.
Athenian Boys—dress, food. The Games, why sacred. The Race.
The Wrestling. Cleon's return to Athens. His home.

Reference:

Andrews. *Ten Boys from Long Ago.*

b. Story of Ulysses:

Tell story of Ulysses—leaving his home in Ithaca for the Trojan War. Cause of War. Picture the Island Ithaca and palace of Ulysses. Compare Greek homes. The “home of the court” and the “home of the hall.” Life in the home. Customs, games, dress, etc. Tell briefly the story of the Trojan War. Picture city of Troy and Priam’s palace. Story of Wooden horse. The return voyage of Ulysses. The Lotus Eaters; The Cyclops; Aeolus; Circe’s palace. His return home.

Reference:

Cooke. *Story of Ulysses.*

2. Greek Stories.

The Story of Atalanta. Hector and Ajax. The Adventures of Theseus.

References:

Arnold and Gilbert. *Stepping Stones*, to Lit. IV., 286-295; 115, 136; 137, 146-147-182.

Baldwin. *Old Greek Stories.*

Cooke. *The Story of Ulysses.*

Gilbert and Price. *Heroes of Myth.* 79-96.

II. Discoverers and Explorers:

1. Early Pioneers.

a. Lord Baltimore:

Leaving England; the voyage; Landing of Ark and Dove. Settlement at St. Mary’s. Lord Baltimore’s purpose. Maryland Shield. Paintings and monuments in Baltimore.

b. Settlement in Maryland:

Indian occupation; tribes, Indian names in Maryland; Chesapeake, “Mother of Waters.” Patapsco. Potomac. “They drew near in Canoes.” Relics; arrowheads; tomahawks; “Kitchen middens.” Friendliness of settlers and Indians. Occupations of people; life in colonial times; modes of travel.

References:

Passano. Stories from Maryland History, 19-87.

Welch. Colonial Days.

c. Daniel Boone:

A great hunter; his purpose in going to Kentucky. Life among the Indians. Protection of his family—the forts. Provision for his family—companions of farming and hunting. Hardships and dangers. Contrast pioneer times with present day conditions.

NOTE: Review early life of Abraham Lincoln in this connection.

Reference:

Bass. Stories of Pioneer Life, 33-45; 79-90.

d. Henry Hudson:

How he tried to find a northwest passage. His trip up the Hudson. Other voyages. Meeting with the Indians. A map of the work is needed, and a good stretch of the Hudson, locating the places of special interest in the trip of the "Half Moon."

e. The Earliest Dutch Settlers:

Trading with the Indians. The customs, buildings, and dress of the Dutch. Give some account of their previous home in Holland. Use map and pictures. Construct forts, palisades, Dutch houses, and windmills.

NOTE: Study in connection with *Fur Trade*.

References:

Eggleston. Stories of Great Americans.

McMurry. Pioneer History Stories.

Montgomery. Beginners' History, pp. 36-42.

Leading Facts in American History.

Guerber. Story of the Thirteen Colonies, 102-105.

2. Modern Explorers:

a. Robert Peary. b. Fritjof Nansen.

References:

Bull. Nansen.

Champlin. Young Folks' Cyclopaedia of Persons and Places.

III. Early History of Maryland:

- a. Settlement. (See b. under II.)
Mason and Dixon's Line.
- b. Maryland Day. Why celebrated. National Songs.
- c. Star-Spangled Banner. Francis Scott Key.
- d. Forts—McHenry, Carroll. Simple description; present use.
Purpose in times of war; names of wars.
- e. Monuments in Baltimore; Battle of North Point, Washington Monument.
- f. Annapolis. U. S. Naval Academy.

References:

- Eggleston. Stories of Great Americans for little Americans,
pp. 107-111.
- Passano. Stories from Maryland History, 108-120, 177-189.
- Welsh. Colonial Days, pp. 84, 110.

IV. Celebration of National Holidays:

- Lincoln's Birthday.
- Washington's Birthday.
- Maryland Day.
- Decoration Day.
- Flag Day.
- Fourth of July.

References:

- Eggleston. First Book in American History, pp.
Stories of Great Americans for Little Americans,
pp. 54, 55, 61-69.
- Harrison. In Storyland, p. 178.
- St. Nicholas. Our Holidays.

FOURTH SCHOOL YEAR—GRADE IV

LITERATURE

FIRST HALF YEAR

STORIES

READ INTRODUCTION TO GRADE III

September:

The Three Golden Apples.

Hawthorne. Favorite Greek Myths, p. 172.

Burning of the Rice Fields.

How to Tell Stories. Bryant, p. 179.

Persephone.

Nature Reader, p. 187.

Nature Myths, p. 48.

Stepping Stones, IV, p. 275.

Children's Hour, p. 111.

October:

Horatius at the Bridge.

Fifty Famous Stories. Baldwin, p. 91.

King Alfred and the Cakes.

Fifty Famous Stories. Baldwin, pp. 5-8.

Alexander and Bucephalous.

Fifty Famous Stories. Baldwin, p. 106.

Wonder Book of Horses, p. 122.

The Goose that Laid the Golden Eggs.

Aesop.

November:

Death of Baldur.

Norse Stories. Mabie, p. 197.

In the Days of Giants, p. 226.

Discontented Pine Tree.

Nature Myths, p. 83.

Anderson's Fairy Tales.

The Little Match Girl.

Anderson's Fairy Tales.

December:

Child's Christ Tales.

Proudfoot. Selected.

Snow Image.

Hawthorne. School Classics.

January:

The Golden Fleece.

Hawthorne. Greek Myths, p. 84.

A Child's Dream of a Star.

Charles Dickens. School Classics.

Old Curiosity Shop.

Hector and Ajax.

Heroes of Myth.

Tales of Troy.

February:

William Tell.

Fifty Famous Stories. Baldwin, p. 64.

St. George and the Dragon.

Children's Hour, p. 262.

The White Seal.

Kipling-Jungle Book, p. 137.

March:

Aladdin and His Wonderful Lamp.

Stepping Stones, IV, p. 163.

Fairy Stories Every Child Should Know, p. 48.

Last Dream of the Old Oak.

Fairyland of Flowers.

Sir Walter Raleigh.

Fifty Famous Stories, p. 54.

Colonial Days. Welsh.

Uncle Remus Stories.

Joel Chandler Harris.

April:

How Thor Came by his Hammer.

Norse Stories, p. 127.

In the Days of Giants, p. 80.

Stepping Stones. V, p. 153.

Robert Bruce and the Spider.

Fifty Famous Stories, p. 53.

Jones' Second Reader, p. 129.

Stepping Stones, III, p. 66.

Twelve Wild Ducks.

Tales from the Norse. Dasent, p. 51.

May:

Toomai of the Elephants.

Jungle Book. Kipling, pp. 2, 7.

Inch Cape Rock.

Fifty Famous Stories, p. 137.

King Arthur's Sword.

How to Tell Stories. Bryant, p. 205.

June:

-Katie Wooden Cloak.

Tales from the Norse. Dasent, p. 357.

The Lad Who went to the Northwind.

Tales from the Norse. Dasent, p. 228.

Little Annie, The Goose Girl.

Tales from the Norse. Dasent, p. 414.

Suggested List:

Selections may be made from the following, avoiding the presentation of any story listed in Grade V.

Alice in Wonderland. Carroll.

Jungle Book. Kipling.

King Arthur and His Knights. Radford.

Story of Ulysses. Cooke.

Old Greek Stories. Baldwin.

In the Days of Giants. Brown.

Heroes of Myth. Price and Gilbert.

Viking Tales. Hall.

Fifty Famous Stories. Baldwin.

Tales from the Norse. Dasent.

How to Tell Stories. Bryant.

Spinning Wheel Stories. Alcott.

STORIES FOR REPRODUCTION AND DRAMATIZATION.

1. The Three Golden Apples.

2. Hector and Ajax.

3. Death of Baldur.
4. Alexander and Bucephalous.
5. Snow Image.
6. William Tell.
7. Sir Walter Raleigh.
8. How Thor Came by His Hammer.
9. Bruce and the Spider.
10. King Arthur's Sword.
11. Horatius.
12. Toomai of the Elephants.

Fourth year children will be held responsible for six of the above stories in addition to those from the preceding grade. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, of the above list are required; the teacher may select two others from the same list, and any additional ones from the grade list. *An average of one story a month* for reproduction and dramatization is the maximum requirement. At the end of the year *each* child should be able to tell freely three stories presented during the year.

FIRST HALF YEAR

POEMS

September:

Hiawatha.

Mondamin. Longfellow's Poems.

Stepping Stones, IV.

Language through Literature, Nature and Art, p. 34.

The Arrow and the Song.

Longfellow's Poems.

Little Purple Aster.

Nature Reader, II. Wilson, p. 13.

Golden Rod.

Little Folks' Lyrics, p. 22.

October:

The Fringed Gentian.

W. C. Bryant.

Alice's Supper.

L. E. Richards.

The Wind and the Moon.

McDonald.

The Miller of Dee.

Mackay. Stepping Stones, III, p. 175.

November:

Corn Song.

J. G. Whittier.

The Landing of the Pilgrims.

Hemans.

Language through Literature. Nature and Art, p. 93.

The Sandpiper.

Celia Thaxter. Language through Literature, Nature and Art,
p. 49.

Stepping Stones, III, p. 90.

December:

The Frost Spirit.

Thaxter. Stepping Stones, III, p. 188.

Language through Literature, Nature and Art, p. 49.

The Shepherd of King Admetus.

Lowell.

Poems Every Child Should Know, p. 171.

Christmas Carol.

Herrick.

January:

The First Snowfall.

Lowell.

The Village Blacksmith.

Longfellow.

Language through Literature, Nature and Art, p. 146.

The Pied Piper of Hamelin.

Browning.

Stepping Stones, V, p. 149.

February.

America.

Smith. Stepping Stones, II, 90.

Star Spangled Banner.

Key.

Home Sweet Home.

Payne.

Stepping Stones, II.

Our American Flag.

Drake.

Our Heroes.

Cary.

March:

The Wreck of the Hesperus.

Longfellow.

Poems Every Child Should Know, p. 138.

The Story of the Wood.

Language through Literature, Nature and Art, p. 98.

Woodman, Spare that Tree.

Saxe. Poems Every Child Should Know, p. 222.

Planting the Apple Tree.

Bryant. Stepping Stones, IV, p. 91.

April:

The Hunter's Song.

Cornwall.

The Daffodils.

Wordsworth.

An April Day.

Southey.

The Gladness of Nature.

W. C. Bryant.

Language through Literature, Nature and Art, p. 229.

May:

A Sudden Shower.

James Whitcomb Riley.

John Gilpin's Ride.

The Brook.

Tennyson. Poems Every Child Should Know. p. 153.

The Birds of Killingworth.

Longfellow.

June:

Rain in Summer.

Longfellow.

Language through Literature, Nature and Art, p. 223.

The Ride from Ghent to Aix.

Poems Every Child Should Know, p. 173.

Jack in the Pulpit.

Smith. Nature in Verse, p. 44.

Inch Cape Rock.

Suggested List:

A Boy's Song. James Hogg.

The Bluebell. Anon.

Forget-me-not.

The Old Oaken Bucket.

Jack Frost. Gould.

Casabianca. Hemans.

Paul Revere's Ride. Longfellow.

NOTE: Other poems may be selected from preceding lists, from Reference and Library books, avoiding the presentation of any poem listed for Grade V.

Selections for Memorizing:

1. The Wind and the Moon.
2. Alice's Supper.
3. The Miller of Dee.
4. The First Snowfall.
5. The Village Blacksmith.
6. Star-Spangled Banner.
7. Our Heroes.
8. Planting the Apple Tree.
9. The Brook.
10. Rain in Summer.
11. The Sand Piper.
12. Paul Revere's Ride.

Fourth Year classes will be held responsible for six of the above poems, in addition to those memorized in previous grades. Numbers 1 or 2, 3 or 4, 5 or 6, 7 or 8, are required; the teacher may select two others from the same list, and any additional ones from the grade list.

An *average of one poem* a month for memorizing is the maximum requirement. At the end of the year *each* child should be able to recite three poems from the list.

Memory Gems: An *average of one short memory gem a week* should be placed on the blackboard to be memorized. These should be copied by the pupils into a blank book, or on paper set apart for that purpose, and the copying should be done as part of the work in Penmanship.

FOURTH SCHOOL YEAR—GRADE IV

NATURE STUDY

Read Introduction to Grade I.

Set interesting problems for the children which will arouse their interest and cultivate keen observation and judgment.

AUTUMN—SEPTEMBER, OCTOBER, NOVEMBER

I. Animal Life:

1. Birds: Redheaded Woodpecker. Turkey Buzzard. Kentucky Cardinal.

What do Birds do in the world?

- a. The problems which birds have to consider:

1. Obtain food. 2. Secure safety. 3. Build homes. 4. Care of their young. 5. What are their tools? 6. Means of defense. 7. What instincts are exhibited? 8. Migration of birds.

- b. Reference topics—story form.

Tools and tasks among birds.

How a bird goes to bed.

How a bird travels, and why?

Bird architecture.

References:

Hodge. Nature Study and Life, pp. 305-319, 327-364.

Miller, O. T. First Book of Birds.

McMurry. Nature-study Lessons, pp. 99-109.

Wilson. Nature-study in Elementary Schools, p. 147.

2. Insects: Codling moth. Mosquito. Carpet beetle.

- a. The mosquito. Care of eggs, larvae; pupae, molting, change to adult form. The mosquito and disease. What is being done to exterminate the mosquito.

References:

Hodge. Nature Study and Life, pp. 181-187, 182, 75-78.

Wilson. Nature Study for Elem. Schools, pp. 64-71, 76, 59, 60.

3. Domesticated Animals.

- a. Discussion of home pets with reference to their intelligence and skill.

- b. Treatment of horses and dogs of the city. Laws—protecting horses and dogs. Practical help of the Society for the Prevention of Cruelty to Animals.

- c. The donkey, burro, or other burden-bearers. Traits, use, care, stories, structure, and make-up upon which their usefulness depends.

References:

- Baldwin. Fifty Famous Stories.
- Sewall. Black Beauty.
- Saunders. Beautiful Joe.
- Shaler. Domesticated Animals.
- 4. Pond Life. Oysters.
See Geography outline.

II. Plant Life:

- 1. Competitive flower-raising.
 - a. Care of seeds in preparation for the competition in which each child should participate.
 - b. Flowers: Petunia or Bachelor's Button.

Reference:

- Hodge. Nature Study and Life. Chap. VI., VIII.
- 2. Garden work.
 - a. Window garden. Beautify the school room.
 - b. Home and school *out-door* gardens. Vegetables, turnips, parsnips, sage, horseradish. Flowers: Wild flower gardens, lessons on plants obtained by transplanting in spring. Cosmos, Salvia, Castor Bean studied.
 - c. Food storage in plants; stems, leaves, roots. Uses to plant; to man. Annuals, biennials, perennials.

References:

- Hodge. Nature Study and Life, Chap. VIII.
- Wilson. Nature Study in Elementary Schools, p. 96.
- 3. Flowers.
 - a. Wild flowers. Composites; Black-eyed Susan, Asters, Thistle, Golden-rod. Insects which visit flowers.
 - b. Flower calendars.

References:

- Hodge. Nature Study and Life, pp. 102-120.
- Wilson. Nature Study in Elementary Schools, pp. 29, 31, 32, 24.
- 4. Fruit.
Apple, save seeds, plant seeds and learn varieties.

References:

- McMurry. Nature Study Lessons, pp. 177-181.
- Wilson. Nature Study in Elementary Schools, pp. 76. 241-243.

5. Trees.

- a. Study shade and fruit trees with special reference to their enemies. Demonstrate three functions of leaves. Make experiments to show similarity of plant and animal breathing.
- b. Two trees chosen for close observation and study: Tulip and hickory, or sycamore and mulberry. Save seed and germinate. Mulberry, germinate by cutting; keep records of observations.

References:

- Hodge. Nature Study and Life, pp. 365-391.
Wilson. Nature Study in Elementary Schools, pp. 199-229.
Stokes. Ten Common Trees.

III. *Weather Conditions:*

1. Relation of the different weather elements.
2. Weather records.
Wind—Direction, velocity. Temperature (use thermometer).
Clouds—Kind of day.
Rainfall.
Moon's phases.
3. Rocks.
Limestone, clay, soil as affected by weather conditions.

References:

- Dodge. Home Geography, pp. 33-36.
Wilson. Nature Study for Elementary Schools, pp. 13-17.

IV. *Incidental Work:*

1. Lessons about plants, animals, minerals, which children are encouraged to bring.
2. Collections of seeds, grains, barks, cocoons.
3. Excursions, to study trees.

WINTER—DECEMBER, JANUARY, FEBRUARY

I. *Animal Life:*

1. Birds: Chimney Swift. Goldfinch. Nuthatch. See previous outline.

References:

- Hodge. Nature Study and Life, pp. 338, 349, 480.
Wilson. Nature Study for Elementary Schools, pp. 166, 167.
2. Insects: Wasps and hornets. Silkworms. (See previous outline.)

References:

Hodge. Nature Study and Life, pp. 243, 245.

Wilson. Nature Study in Elementary Schools, p. 42.

3. Miscellaneous Animals. Chipmunk. Gnawing Animals.
Fur-bearing Animals. Animal coverings.

Reference:

Hodge. Nature Study and Life, pp. 408, 482.

II. Plant Life:

1. Competitive flower raising. Fertilization of soils in relation to propagation of best plant. Each child should feel a personal interest in the competition.
2. Garden work.
 - a. Window garden. Bulbs, hyacinth, tulips, daffodils or jonquils.
 - b. Individual pot or box for germination of seeds. Food supply of young plants. Study the *parts* of plants, using corn or pea seedlings. Food storage in plants. Two great classes of plants; cotyledons, dicotyledons.
 - c. Plant propagation:
 1. Seed. 2. Cuttings. 3. Transplanting.

References:

Hodge. Nature Study and Life, pp. 155, 160, 166.

Wilson. Nature Study for Elementary Schools, pp. 96, 257-262, 133-143.

3. Trees.
 - a. Observe trees in winter conditions. Record observations.
 - b. Buds and twigs with special reference to leaf arrangement.

References:

McMurry. Nature Study Lessons, pp. 164-176.

Wilson. Nature Study for Elementary Schools, pp. 94, 95, 169-175, 199.

III. Weather Conditions:

See previous outlines.

Reference:

Wilson. Nature Study for Elementary Schools, pp. 108-109, 129-131, 153-159.

IV. Incidental Work:

See previous outline.

SPRING—MARCH, APRIL, MAY, JUNE

I. Animal Life:

1. Birds. Pigeon. Song Sparrow. Barn Swallow. Catbird.
See previous outline.
 - a. Have children make reports of activities of birds in the yards and fields as far as they can. Bird Calendar.
 - b. Compare the methods of one bird with another.

References:

- Hodge. Nature Study and Life, pp. 488, 342, 349, 480, 323, 335, 342, 484.
- Miller. My Book of Birds.
- McMurry. Nature Study Lessons, pp. 120-122.
- Miller. My Saturday Bird Class.
- Wilson. Nature Study in Elementary Schools, pp. 99, 80-83.
2. Insects: Dragon Fly. Tent Caterpillar. Apple Tree Borer. Apple Leaf Crumpler.
See previous outline.

References:

- Hodge. Nature Study and Life, pp. 257, 482, 195, 484, 191, 192, 206.
- Wilson. Nature Study for Elementary Schools, pp. 45-47, 60, 61, 38, 237.
3. Domesticated Animals. Fowls.
 4. Pond Life. Turtle.

References:

- Hodge. Nature Study and Life, pp. 410, 478.
- Wilson. Nature Study for Elementary Schools, p. 101.

II. Plant Life:

1. Competitive flower raising.
 - a. Seeds can be obtained from the Agricultural Department, Washington. Preparation for planting, discussion of proper care, etc. Each child should feel keenly interested and participate in the competition.
 - b. Flowers: Petunias or Bachelor's Buttons.

Reference:

- Hodge. Nature Study and Life. Chapters IV, VI., VIII.
2. Garden Work.
 - a. Window garden, continued for beauty.

- b. Home and school *out-door* gardens—vegetables; turnips, parsnips, sage, horseradish, beans.
Flowers: Wild-flower garden; lesson on transplanting. Cosmos, Castor bean, Salvia, for fall study.
- c. Weeds.

Reference:

Hodge. Nature Study and Life, pp. 102-120.

3. Flowers.

- a. Jack-in-the pulpit, Corn cockle, Lady's Slipper, Clover, Apple Blossom.
- b. Flower Calendar.

References:

Hodge. Nature Study and Life, pp. 485, 113, 495.

Wilson. Nature Study in Elementary Schools, pp. 246, 241, 247.

4. Trees.

- a. Continue observations of chosen tree. Records kept.
- b. Propagate by germinating seed. Mulberry, willow, propagate by cuttings.
- c. Buds and twigs of available trees with special reference to leaf arrangement. Flowering trees, as magnolia, dogwood, tulip.

References:

Wilson. Nature Study for Elementary Schools, pp. 159-163, 169-177, 223-285.

Hodge. Nature Study and Life, Chapter XXII., p. 164.

III. Weather Conditions:

See previous outline.

IV. Incidental Work:

See previous outline.

NOTE: In schools having two grades in one room the work will be given in a two-year cycle; the outline for Grade III one year, followed by outline for Grade IV the succeeding year.

GEOGRAPHY

Study of the home environment forms a large part of the work in Fourth Grade geography, furnishing a basis for interpretation of life in far-away lands. At least one excursion should be taken with the class during the year. Pictures and illustrative material are invaluable in giving clear and vivid geographical notions. Each grade or class should make collections of pictures upon each topic, keeping them in some permanent form for class use.

A teacher is given an opportunity to select certain topics from the following suggestive outline under Environment studies for close study which best suit her neighborhood condition; the other topics will be briefly presented.

Study of the immediate environment prepares for further study of the County and the State; the United States and North America, and the world as a whole. This work is to be general and vivid; avoiding needless detail which children of this grade can neither grasp nor retain. Illustrative pictures, sand-maps, sketches, simple maps, and map-readings accompany this interesting presentation of life conditions in lands far away as well as at home.

The text. Tarr and McMurry's Home Geography will be used as indicated in the outline to summarize the essential facts of a topic presented orally, and for purposes of review.

Each pupil should keep a Geography note-book in which to record the *Class Story*; the outline, questions, or brief statement of essential facts upon the topic or problem presented.

Each class should make at least three illustrated Geography books for Library use.

What the children should *know* at the end of the Fourth Year:

1. A fair grasp of products, peoples and their occupations, from all parts of the world.

2. Stories associated with people and places which give content and meaning to names.
3. Fundamental geographic notions of surface features.
4. Interpretation of maps in simple map-readings which shall be more than mere name calling.
5. Simple map-reading, emphasizing essentials which can be grasped; at least four maps; local towns, Baltimore county, Maryland, United States.

HOME GEOGRAPHY

I. Environment Studies:

1. Food—
Corn or wheat; rice, or sugar, fruit or oysters. (Select two topics.)
2. Clothing—
Wool, Cotton, Silk, Fur.
3. Shelter—
Lumbering. Mining. Brick making. Glass Industry. (Select two topics.)
4. Local Settlement—
a. Our own village or town.
b. Maryland, or Pilgrim settlement.

II. Surface features:

- Surface of the land:
Soils, hills, valleys, plains, deserts, mountains.
2. Water on the surface of the land:
Brooks, rivers, ponds, lakes, oceans, bays.

III. Baltimore County.

IV. Maryland.

V. Transportation and Commerce.

VI. Map-making:

Local town, Baltimore County.

VII. Weather condition:

See Nature Study Outlines.

WORLD GEOGRAPHY

I. *The Country:*

United States, the Continent, North America:

1. Relation to other continents and to Oceans.
2. Coast line—boundaries.
3. Eastern Highland—Atlantic slope.
4. Western Highland—Pacific Slope.
5. Central plain.
6. Mississippi River.
7. Great Lakes.
8. Leading cities—Baltimore, Washington, Philadelphia, New York, Boston, New Orleans, Chicago, San Francisco.

II. *The World as a whole:*

World relations; the continents, and oceans—climate—animals, Plants. People.

III. *Map-making:*

Maryland, United States.

IV. *Weather conditions:*

Atmosphere—climate. See Nature study outlines.

FIRST HALF YEAR

HOME GEOGRAPHY.

I. *Environment topics, or environment studies.*

1. Food:

Corn or wheat; rice.

Preparation of soil; cultivation, enemies. Harvesting, primitive and modern methods used in different countries. Storage—granaries; primitive and modern compared. Mills and factories. Food products: for animal, man. Transportation. Other geographical features; soil, climate. location of productive areas in Baltimore county, in Maryland, in United States, in the world. Grains, exported and imported. Arithmetical problems.

References:

Corn: Burket, Stevens and Hill. Agriculture for Beginners, pp. 163-167.

Bass, Pioneer Life, pp. 59, 106, 109, 113.

Chase and Clow, Stories of Industry, II, pp. 82-85.

Herbertson—Man and His Work, pp. 70-72.

Mason. Origin of Inventions, pp. 77, 78, 198, 202, 138, 139.

Woman's Share in Primitive Culture, pp. 22, 142, 144.

Snedden. Docas, p. 65.

Wheat: Burket, Stevens and Hill. Agriculture for Beginners, pp. 68-69.

Chamberlain, How We are Fed, p. 7.

Halifax. The Story of the Wheat.

Scribners. Feb., 1909.

Fruit: Peaches or tomatoes.

Fruit: Planting, cultivation, enemies. Gathering and marketing—perishable nature of fruit—shipments: Canning industry: location of factory, machines, number of men employed, transportation of finished product. Amount and value of goods. Other geographical features, etc., as above. Fruits exported and imported to Baltimore, Maryland, and United States.

References:

U. S. Department of Agriculture. Farmers' Bulletins Nos. 39, 118, 175, 113, 291, 33, 80, 140, 198, 213, 116, 154, 181, 238, 293, 203.

Pratt Library: Peach Culture. Fulton, 0-3772.

Cultivation of Peach and Pear. Black, 0-3780.

Canning and Preserving. Rorer. 0-4612. (Cont.)

Secrets of Canning Schwartz. 0-4720.

Oyster Culture: The oyster. Natural beds. Artificial beds—conditions governing the location of these beds. Oyster gathering—tonging, dredging. Life of the oysterman. Oyster navy. An oyster town: location, wharves, buildings, shipping. Use of shells. Value of oyster industry.

References:

Atlantic Educational Journal. Sept., 1908. Oyster Industry. Rosalie Ogle.

Carpenter. Geographical Reader, p. 45.

Chamberlain. How We are Fed. p. 64.

Haman Oyster Bill. Enoch Pratt Library.

Baltimore Sun. February 5, 1907.

Chase and Clow. Stories of Industry. Vol. II.

Tarr and McMurry. North America, p. 163.

Sugar:

See notes under Corn.

References:

Bass. Nature Reader, pp. 5-8.

Chamberlain. How We are Fed, pp. 76, 91.

Chase and Clow. Stories of Industry, II, p. 135.

Tarr and McMurry. Geography, Part 3, pp. 212-216. Type Studies, 209, 217.

Kirby. Aunt Martha's Corner Cupboard.

Twitchell. Maryland Supplement, pp. 1, 5, 61, 62, 117.

2. The Local Settlement.

a. Our own village, town, or city.

The early history. Name and why. Location. Topography or land and water features; effect on landscape, or local commerce, and transportation. Water supply, sanitation. Streets, roads, bridges. Industries of the town. Modes of transportation. Public buildings. Public officials. Public service; postman, fire department. Map readings. Arithmetical problems.

References:

Atlantic Educational Journal. April. 1909. Environment Studies, III. Towson. Lilla M. Conrey.

Dodge. Home Geography, pp. 9-16.

Tarr and McMurry. Home Geography, pp. 92-100.

b. The Maryland or Pilgrim Settlement:

(See History Outline.)

3. Clothing:

Wool. History of spinning, dyeing, weaving. Sheep ranch in the West—plains, ranch life, care of flocks, shearing, markets, woollen mills; centres of manufacture; Oriental rug-weaving.

References:

Chamberlain. How We are Clothed, pp. 39-56, 59-79.

Chase and Clow. Stories of Industry. Vol. 2.

Carpenter. Geographical Reader North America, pp. 109-118.

Carroll. Around the World III, pp. 16-18, 28-30, 98.

Dutton. In Field and Pasture, pp. 70-77, 20-21, 30-31, 87-93.

Dopp. The Place of Industries. pp. 38, 75, 144, 226, 227, 75, 227, 228.

Herbertson. Man and His Work, pp. 79-81.

Mason. Origin of Inventions, pp. 238, 241.

Woman's Share in Primitive Culture. Chap. III.

Poulson. Child's World, pp. 407, 418.

The Story of Wool. School Classic Series.

Pratt Library. Cotton from Field to Factory, F-1569.

Cotton Spinning, F-1570.

II. Surface features.

The following topics will be developed in connection with the previous topics, the essential facts of each being fixed through further discussion based upon observation and illus-

trative material, and the reading of the geographical text as a final summary. *Home Geography, Tarr and McMurry.*

Introduce the subject as follows:

1. In connection with food:

Soils, *Home Geography*, pp. 1-10; Hills, pp. 10-16;
Valleys, pp. 28-38.

References:

Nature study in Elementary Schools. Wilson, p. 177.
Brooks and Brook Basins. Frye, *How Soil is Made and Carried*.
Dodge. *Home Geography*, pp. 33-35.

2. In connection with the Local Settlements:

Typical physical features in the environment made the basis for
observation, discussion, reading.

a. Valleys. *Home Geography*, pp. 28-38.

b. Ponds and Lakes, pp. 53-62.

c. Rivers, pp. 39-53.

3. In connection with the Maryland or Pilgrim Settlement:

a. Oceans and bays. *Home Geography*, pp. 62-71. Islands and
Peninsulas. Continents.

References:

Carpenter. *Geographical Reader*.

Dodge. *Home Geography*, pp. 17-32, 55-59.

Frye. *Brooks and Brook Basins*, pp. 116-117.

III. Map-making and Map-reading.

1. In connection with food:

Simple representation of an excursion or trip to visit an in-
dustry, or physical feature. Pictorial representation of a field
of wheat, corn, or orchard: also drawn to scale. Crude map,
locating the grain and fruit belts of the United States. Map
reading: Grain and fruit belts of Maryland and the United
States. Hills and valley of Maryland and the United States.

2. In connection with the local settlement:

Map of town showing significant streets and roads, principal
landmarks; neighboring landmarks; other nearby towns,
country-places of prominence.

Map-reading: Map of Baltimore county locating the local town
in relation to other surrounding towns, and important
physical features of the country.

3. In connection with the Maryland settlement:

Map of Maryland.

Map-readings: Location of continents from which the English and other early explorers came; from which other people have come, e. g., Japanese, Chinese, negro. The oceans crossed. Trips taken, tracing routes of Columbus, Lord Baltimore. Pilgrims. Raleigh, etc. Locate the settlements made. (See History Outline.)

Home Geography.—Tarr and McMurry, pp. 102-106.

References:

Dodge. *Home Geography*, pp. 11, 13, 30, 33, 49-52.

Tarr and McMurry. *Home Geography*, pp. 102-106.

IV. *Weather Observations.*

(See Nature-Study Outline.)

References:

Dodge. *Home Geography*, pp. 36-42.

Wilson. *Nature-Study in Elementary Schools.*

WORLD GEOGRAPHY

Incidental extension of the above topics to other lands.
The World as a Whole.

I. *Stories of People of Other Lands:*

Early in the year the children will read: "The Round Ball." "The Brown Baby," from *Seven Little Sisters; Every Day Life in the Colonies*, Stone and Fickett.

II. *World Relations and the Continents.*

In connection with the work in History, present the continents and oceans. Hemispheres. Globe readings.

(Simple presentation of large facts.)

III. *Climate of the World:*

Day and Night; heat and cold; division into belts—warm, cooler, cold, Seasons. Harvest of the world. Plants and animals of the different regions.

(Simple presentation of large geographical facts.)

References:

Andrews. Each and All. "Agoonack."

Chamberlain. How We are Clothed.

Carpenter. Geographical Reader.

Frye. Brooks and Brook Basins. Chapter X.

Frye. *Introductory Geography*, p. 23; pp. 79-82; pp. 83-85.

Kirby. Aunt Martha's Corner Cupboard.

See also References under Weather Observations.

SECOND HALF YEAR

HOME GEOGRAPHY

1. *Environment Studies.*

3. Clothing (continued).

Cotton: Conditions for growing; slope, soil, climate; a cotton plantation; extent, life, growth of plant, picking. The cotton gin. Transportation. Cotton mills; location of cotton mills. Woodberry, Oella, Alberton. Mt. Washington; in the Southern States, in the north; cotton centres: New Orleans, Galveston, Savannah, Charleston. Map-readings. Arithmetical problems. Exports and imports—articles of clothing.

References:

- Chamberlain. How We are Clothed, pp. 39-56.
Chase and Clow. Stories of Industry. Vol. II.
Carpenter. Geographical Reader, N. A., pp. 109-119.
Frye. Geography, pp. 70-71, 124, 128.
Montgomery. Beginners' American History. Chap. 19.
Leading Facts of History, pp. 200, 202.
Harris. Uncle Remus Stories.
The Story of Cotton. School Classic Series.
Silk. See Outline under Cotton.

References:

- Andrews. Seven Little Sisters. "Pen-se."
Chamberlain. How We Are Clothed.
Chase and Clow. Stories of Industry. Vol. II.
Carpenter. Geographical Reader.
The Story of Silk. School Classic Series.

Furs:

1. Furrier in Baltimore. Fur-bearing animals, names, homes, habits, kinds of fur, values, and why, trapping, etc.
2. Dressing of skins, drying. Indian methods.
3. The Indian Fur Trade:
 - a. Develop the fact that the white people bought furs in such quantities that it constituted a very important business.
 - b. This trade began long before any settlers came to this country.
 - c. Extent. Show that this business extended through all the French and English colonies.

- d. Westward movement. The white traders went far after the furs—instead of waiting for them to be brought to them.
Locate important trading posts: Montreal, Oswego, Detroit, and points along the Mississippi River.
- e. The Indian's method of obtaining furs, trapping, hunting.
- f. How the white trader, called an Indian trader, paid for furs. How he carried the goods, to exchange for furs, to the trading post in the Indian country. How furs were carried east to be shipped to Europe. Life at the trading post in winter.
4. The Hudson Bay Fur Traders. John Jacob Astor and the fur trade.
5. The French Fur traders. Fur fairs held to attract Indians.
6. The New York Fur Trade.
7. Trading posts and trading routes. Trace on map.

References:

- Chamberlain. How We are Clothed.
 Chase and Clow. Stories of Industry. Vol. II.
 U. S. Department of Agriculture. Farmer's Bulletin No. 328.
 Pratt Library:
 "Astoria." Washington Irving. H.-7912.
 The Great Fur Land. Robinson. H.-1063.
 The American Fur Trade of the West. Chittendon. H.-8138-1.
 H.-8138-2; H. 8138-3.
 The Canadian Northwest. Adam. H.-1064.

4. Shelter:

Lumbering:

Forests: kinds of trees, uses of forest to animals and man; value of wooded lands. Location of great forest. Red woods of California. Pines of Georgia, etc. Great number of men employed; felling trees, logging, logging camps. Life of men, shelter, food. Sawmills. Planing mills. Shipping, lumber; methods of shipping. Lumber yards. Lumber markets. Pictures used freely. Map-readings.

References:

- Atlantic Educational Journal. March, 1909, pp. 12-15.
 Chamberlain. How We are Sheltered, pp. 89-109.
 Chase and Clow. Stories of Industry. Vol. I., pp. 121-125.
 Carpenter. Timber. Pratt Library.

King. Geographical Reader. Book II, pp. 165-169; Book V. opp. 123, 128.

Perdue and Griswold. Language Through Literature, Nature and Art, pp. 176-177.

Tarr and McMurry. Type Studies, pp. 108-119.

Book I, pp. 144-145, 151-162.

General Geography, Part IV, pp. 61, 113, 269.

Brick-making: (Choose Brick-making or Glass-making.)

Material used, where found, appearance; transportation to clay-pit. Machinery used, the kiln, drying. Kinds and uses of brick. Location of local centers of industry.

References:

Chamberlain. How We Are Sheltered, pp. 110-123.

Chase and Clow. Stories of Industry. Vol. I, pp. 140-146.

Mason. Origin of Industries, p. 154.

Perdue and Griswold. Language Through Literature, Nature and Art, p. 159.

Tarr and McMurry. Part III, p. 179.

Twitchell. Supplementary Book of Maryland, pp. 6, 22, 23, 64, 75.

Glass Making:

Follow some general plan indicated in Brick-making.

Experiment in making concrete.

References:

Chamberlain. How We are Sheltered, pp. 146-149.

Chase and Clow. Stories of Industry. Vol. I, pp. 147-158.

Tarr and McMurry. Geography. Part III, 179.

Twitchell. Maryland Supplement, p. 64.

II. Surface features:

Plains. Mountains. Deserts. Swamps. River systems and basins. Deltas. Lakes.

Introduce the subject as follows:

1. In connection with sheep-ranch; great western plains, deserts, need of irrigation.
2. In connection with mining. Mountains.
3. In connection with transportation and commerce, cities; river systems and basins; lakes, swamps.

References:

Home Geography, pp. 39-62.

Carpenter. North America, pp. 84-88; 235, 240.

Dodge. Home Geography, pp. 17-21; 22-32.

Frye. Brooks and Brook Basins, pp. 100-103.

Herbertson. *Man and His Work*, pp. 32-33, 22, 23, 24, 31.
 Tarr and McMurry. *Elementary Geography*, pp. 12, 28-38.
 Tarr and McMurry. *Home Geography*, pp. 10; 15, 28-38-17-26.
 Carroll. *Around the World*; II, pp. 130, 155; 161.
 McMurry. *Special Method in Geography*, pp. 26-27; 149-157.

III. Transportation and Commerce:

- a. Primitive. Indian trails, drags, etc.; human carriers—in Africa, in the Andes, in Egypt.
- b. Pioneer—horseback—coach, in Maryland; “prairie schooner,” across the Western plains; emigrant wagon from east to middle west; by water, canoes, rafts, sailboats, steamboats, Robert Fulton. Canals and Canal-boats.
- c. Modern streets—roads, railroads and trolley lines, canals,—roadbeds of strong material; labor involved in construction. Modern boats and steamers. Provision for terminals—stations, piers, docks. Provision for safety; signal system, light-houses, fog bells; need for repairs, track walkers, dredgers. Use of highways, ships arriving and departing per week. Passenger, freight, and express service. Other facilities aiding commerce: postal service, telegraph. Marconigrams, telephone.

References:

Home Geography, pp. 81-91.
 Bass. *Pioneer Life*.
 Chamberlain. *How We Travel*, pp. 18-23, 40-41, 54, 140, 170.
 Carroll. *Around the World*, II, pp. 100-102.
 Dodge. *Home Geography*, pp. 47-49.
 Eggleston. *Stories of Great Americans*.
 Frye. *Elementary Geography*, pp. 20, 26, 63, 79, 116, 118, 120, 121.
 Herbertson. *Man and His Work*, pp. 104, 112, 130, 134.
 McMurry. *Special Method*, pp. 25, 171.
 Mason. *Origin of Inventions*, pp. 325, 366.
 Twitchell. *Maryland Supplement*, pp. 44, 45.
 Stone and Fickett. *Every Day Life in the Colonies*.

IV. Baltimore County.

Location, size, boundaries, physical features, industries, chief cities and towns.

Reference:

Twitchell. *Maryland Supplement*.

V. *Maryland.*

Location, size, boundaries, physical features, chief industries and products noted. Important cities.

Chesapeake Bay as a commercial highway.

Products of this region; need for shipping these products.

Water transportation cheaper than land transportation. Communication with countries across the ocean. Distance from the head of the bay to the ocean. Chief harbors. How transportation is helped by piers, docks, lighthouses, life-saving service, pilots, steamboat lines, and ports.

Chesapeake Bay as a Source of Oyster Industry.

(See notes under Oyster Culture.)

References:

Twitchell. Maryland, pp. 3, 38, 44.

Frye. Maryland Supplement.

Truck farms in Maryland.

Richness of soil. Transportation and rainfall as affecting crops, kinds, amount and value of crops raised. Amount produced compared with needs of region. Transportation of crops to large cities—Baltimore, Washington, Philadelphia, New York.

Difficulties attending the shipment of perishable produce.

References:

Twitchell. Maryland, pp. 4, 39, 57, 59.

Frye. Maryland Supplement.

VI. *Map-making and map-reading:*

Location of lumber and coal regions in Maryland, United States; of cotton-belt, fur region in the United States and North America. Maps of Maryland: Baltimore county, indicating the general physical features, cities, and products.

References:

Frye. Introductory Geography.

Dodge. Home Geography, pp. 57, 58, 52.

WORLD GEOGRAPHY

I. *Map-making:*

Map-readings: Maryland, United States, North America, the World.

Maryland, United States, North America.

Coastline, boundaries, highlands, plains, valleys, rivers, cities, products. Consider distance, direction, and scale. Use sand, blackboard, floor, and out-of-door areas.

References:

See list given under same topic on First Half Year.

II. *Weather Conditions:*

Climate of the World.

Home Geography, pp. 71-81.

References:

Carpenter. North America, p. 265.

Dodge. Home Geography, pp. 53, 55, 59, 71.

Herbertson. Man and His Work, pp. 2-3; 36; 9, 34, 38, 43.

III. *The World as a Whole:*

1. Stories of people and other lands.

Children will read in connection with topics previously presented
the following from *Seven Little Sisters*:

Clothing and Wool. Gemila, the Child of the Desert.

Cotton. Manenko. The Little Dark Girl.

Silk. Pen-se.

Furs. Agoonack.

Shelter.

Mountains. } Jeannette, The Mountain Maiden.

References:

Chamberlain. How We Are Clothed, pp. 12, 21, 25, 31.

Chamberlain. How We Are Fed, pp. 104, 113, 120, 139, 146, 155.

Chamberlain. How We Are Sheltered, pp. 12, 20, 42, 47, 59.

Schwartz. Five Little Strangers, 67.

2. World relations and the continents:

Names, locations, relative size; hemispheres; Eastern and Western, Northern and Southern. Trips around the world from
Baltimore and New York by different routes. Globe readings.

References:

Carpenter.

Dodge. Home Geography, pp. 53, 71.

McMurry. Special Method, pp. 47-49.

FOURTH SCHOOL YEAR—GRADE IV

READING

Read Introduction to Grade III

FIRST HALF YEAR

Material:

1. Difficult lessons in Third Reader, as review during the first six weeks.
Fourth Reader, Stepping Stones IV, the following lessons, pp. 15-22, 46. 52, 55, 27, 25, 72.
2. Supplementary Readers: *Every day Life in the Colonies*. Stone and Fickett.
Seven Little Sisters. Andrews.
The Round Ball, The Little Brown Baby. Manenko, Jeanette.
Nature Study Reader II, Autumn, Winter.
Pleasure Reading or Library Books.
Docas, Five Little Strangers, may be used by classes wherever the books are obtainable.

Method: See Third School Year.

Phonetics and Word-mastery:

See *Phonetics for Schools*, Robbins, p.

1. Review all rules previously given.
2. Syllabication.
3. Diacritical marks, accents.
4. Meaning of words; synonyms.
5. Make list of words commonly misspelled.

Seat-work:

See Third School Year.

At the end of the First Half Year children should be able to read with ease, naturalness and expression from the selected lessons in the Fourth Reader, and the supplementary books.

Children who are unable to do the grade work in reading, phonetics, or spelling, should be given an opportunity to repeat the work at the mid-year.

SECOND HALF YEAR

Material:

1. Selected Lessons from Fourth Reader. Stepping Stones IV, as follows: pp. 84, 91, 103, 132, 139, 152, 154, 155, 157, 159, 216, 221, 222, 241, 234, 254, 255.

Supplementary reading:

Seven Little Sisters. Andrews. Louise, Agoonack, Pen-se, Gemila.

Nature Study Reader II, Spring, Summer.

Short Stories of our Sky Neighbors. Kelly.

Pleasure Reading or Library books. *In the Days of Giants, Heroes of Myth* may be used by classes wherever the books are obtainable.

Home Geography. Tarr and McMurry.

Method:

See Third School Year.

Phonetics:

See First Half Year.

In the latter part of the year a few hints in the use of the dictionary may be given to advanced classes.

At the end of the fourth school year children are expected to have gained the power to read sufficiently well for them to use this means of acquiring the knowledge of the stories, history stories, geography, and such other matter as they have. The enunciation and articulation should be clear and distinct, and the reading should show a reasonable interpretation of the thought read. They should have a good working basis of phonetics, know and use the simpler diacritical marks, syllabifying with skill.

The equivalent of the Fourth Reader selections, two supplementary and two Pleasure-reading books is the minimum requirement.

NOTE: The required reading of a grade should be read by all pupils. This does not include all the supplementary material. It will sometimes seem advisable, with certain classes, to use books listed under lower grades.

LANGUAGE

The language work follows the same lines as in Grade III. See Introduction to Grade III.

Abundant knowledge, purposeful arrangement, spontaneity, a characteristic style, the free use of related knowledge, and the expression of personal experience, judgment or preference are sought as essentials.

I. Oral Composition:

1. Conversation. Emphasize oral work, using—
 - a. Free exercises in which children tell original stories, give simple descriptions, etc., with incidental suggestions and helpful criticism from teacher and classmates.
 - b. Directed exercises in which the thought and vocabulary are carefully developed by the class, under the teacher's guidance. Make brief outlines to aid in the organization of ideas.
 - c. Such subjects as the following:
Interesting topics from history, literature, nature-study, geography, handwork. See Grade III. Incidents and experience of home and school. Pictures—descriptions—narrations.
2. Story-telling. See Literature, Grade IV.
 - a. Free exercises.
 - b. Directed exercises: analyzing story into parts; naming and telling parts, and the whole. Noting introduction. Preparation for written paragraph through this oral analysis; the outline or plan, and the use of appropriate English. Occasional records kept of best oral work.

II. Written Composition:

1. Writing:
 - a. Formal lessons, using pen and ink.
 - b. Language exercises occasionally written in ink.
 - c. Analysis of letter forms; use of practice paper and black-board for free arm movement and increased facility.
 - d. Special exercises on difficulties.
 - e. Copying a memory gem or verse of long poem once a week.
3. Written work:

The written composition is the outgrowth of oral language

and the reading. The *class story* of the previous grades may still be utilized to aid in systematic thinking and saying, to set ideals in arrangement and form; to emphasize appropriate use of words, but more of the work should be independent in this grade.

The independent written composition should be short and representative of best effort. Pupils should be held responsible for correct form, for margin indentation, correct spelling, etc. The teacher should still write upon the board unfamiliar words that pupils are likely to use in the composition, and pupils should ask for the spelling of words about which they are uncertain; this will lead later to the use of the dictionary for this purpose, and insure self-training in spelling. Illustrations of composition wherever practicable.

Pupils should begin to gain some insight into the organization of a composition, though this should not be made the prominent work of the grade. There should be discussions of appropriate titles, good headings for paragraphs, and the relative order in which they come. They should be taught to *think out*, and often write out the *general* plan of their composition before beginning to write. Much work should be done under the guidance of the teacher in making working plans or outlines which encourage, but do not hamper thought. Pupils should form the habit of looking over all work carefully before submitting it to the teacher. The work will follow the same general plan as that of Grade III.

- a. *Class Story*—used more frequently to briefly summarize history, geography, or nature lessons—which are to be copied into note books for permanent use.
- b. Independent composition; free, and directed exercises.
- c. Paragraph. See Grade III.
- e. Dictation. See Grade III.
- d. Letter-writing. See Grade III. Correspondence Club organized.

NOTE: Two lesson periods a week will be given to Independent written work, one period to Dictation exercises, one period to Technical work, based upon Woodley's English, Book I. One period to Oral work or *Class Study* alternately. Other exercises in independent and technical work will be given as undirected seat-work.

III. Technical Work:

1. Capitals:

Sentence, abbreviations. Titles—exercises in writing titles. Each line of poetry. Review work of previous grades.

2. Abbreviations:

Review Grade III. A. M., P. M., M., Rev., P. O., P. S., Col., Capt., U. S. A., Co., R. R., E., W., N., S., No., sq. ft., sq. yd., bbl., am't., etc.

3. Contractions:

Explain how contractions are formed.

Teach: I'll, isn't, aren't, wasn't, didn't, etc.

Correct use of doesn't, don't, I'm, It's. Note frequent use in dramatic stories.

4. Names:

Review envelope addressing and distinctions between *Christian names* and *surnames*.

5. Punctuation:

Observe the use of various punctuation marks in readers, arithmetics, etc.

Review the use of the period at end of sentences, after abbreviations, the apostrophe in the possessive singular, the comma and period in dates; the comma in a series, in address, in setting off clauses and phrases. Teach the use of the exclamation point; emphasize the use of quotation marks in independent work. Dictation exercises of prose and poetry to apply previous lessons in punctuation. Study the punctuation, spelling, form, carefully before writing dictation exercises.

Once a week the memory gem or verse of long poem should be written for this purpose.

6. Common errors in speech:

- a. Relative pronouns, who, whom, which, that. The lady *whom* we met is my aunt. The boy *who* was here is very bright. The sheep, which (or that) were sold belonged to Mr. Smith.
- b. Each and everyone, either and neither. Often wrongly used with a plural verb. *Neither* of those flowers *is* beautiful.
- c. May and can. Shall and will.
- d. Personal pronouns. I and me, we and us. He and I. They and we.
- e. Pronunciation. "Take 'em," "Lookin'," etc.
- f. Such phrases as, "busted," "where is it at," my book is *to* home, I taken it; It is, instead of there is, etc.

7. Give numerous examples for forming the plurals of nouns:
 - a. Cases in which s or es is added.
 - b. Cases in which f is changed to v adding es.
 - c. Change in which words ending in y preceded by a consonant change y to i, adding es.
 - d. Applications in dictation.
8. Verbs:

Correct use of run, wear, drown, tear, come, buy, do, give, write, freeze, has, have, set, and lay.
9. Synonyms:

Correct use of teach and learn, between and among, mad and angry.
10. Miscellaneous:

Teach the correct use of their and there, may and can, got and have, in and into.
11. Woodley's English:

Part I. pp. 1-90. Selected lessons.
12. Points of form:

Emphasize use of margin, proper way to write titles, paragraphing, punctuation. Strict observance of these details until they become automatic. Accept no work careless in appearance. Children should be required to look work over carefully before submitting it to the teacher. Work should be corrected in class, whenever possible.

NOTE: One language period a week is sufficient to devote to *Technical* work, though much incidental work can be done in connection with the other lesson assignments in language and reading.

For advancement to Grade V, the pupil is expected to be able to relate an incident, to summarize a lesson, to tell a short story or poem which he has heard or read, in a natural and pleasing manner, showing a fair apprehension of the thought, and a reasonable use of appropriate and correct English. He should be able to copy correctly and to write from dictation as much as three short paragraphs of prose, or three short stanzas of poetry; to write in correct form and orderly arrangement a friendly letter of at least two paragraphs; to make out a simple bill and receipt.

FOURTH SCHOOL YEAR—GRADE IV

SPELLING

Spelling exercises should make more appeal to the ear and eye combined. To write correctly the given word in conjunction with other words in a sentence is the test of ability to spell; not oral spelling, nor written lists of words. The following are essentials: a clear picture of the word; whispered iteration of letters which compose it; readiness in transcribing it; dictation in sentences which are grouped about a central theme; oral work in reviews.

The pupil must be brought to appreciate that good spelling is still a mark of education and that if he learns to spell fairly well it must be as a result of his own effort.

See also Introduction to Third Year.

FIRST HALF YEAR

Text: Graves' Speller.

1. The text in the hands of the pupils. Selected lessons according to needs. Two lessons a week for dictation. Five minutes' daily *oral work* given from the book, preparation of lesson made by home study. Urge parents to hear children spell orally at home.

2. Words selected from history, geography, nature study, literature, arithmetic, construction on the basis of daily language need, and grouped according to some criteria. Miscellaneous lists are to be avoided. Two lessons a week given as dictation in sentences grouped about a *central theme*. One lesson a week in review.

3. See Outlines in Reading, Language.

SECOND HALF YEAR

Continue work of First Half Year:

The ability to spell correctly words commonly used in written composition both in independent work and in dictation, coupled with reasonable methods of study, and habits of exactness should be deemed a requirement for advancement to the Fifth Grade.

ARITHMETIC

Read Introduction to Grade III and Grade V.

The *main* work of the *grade* is to *teach* the *four fundamental processes thoroughly*.

(This means more than simply the manipulation of abstract numbers. *Application* of the processes in simple, rational problems is necessary, also.)

In arithmetic, as in all other subjects, a definite working plan is essential, and each day's work should be grouped around *some central idea* which grows legitimately out of a larger, significant plan in relation to the whole year's work.

Careful teaching should precede drill. Do not teach by *drill*. Teach first, then drill and apply for facility. The more effective the teaching the less need of drill.

Three lines^s of effort to be considered in planning arithmetic lessons:

1. Oral work:
 - a. Tables: addition, multiplication, part-taking, fractional.
 - b. Sight or *flash* work from board in processes.
 - c. Measures.
 - d. Applications in live problems.
 - e. All work which can be done *mentally* should be oral.
2. Fundamental operations:
 - a. Emphasize *one* process until mastered.
 - b. Applications—rational problems selected from books made by the teacher and children.
3. *Incidental number work related to a definite center of interest:*

History, geography, nature study, construction.

NOTE: Each lesson period should be devoted to two of these lines—in a coherent way, i. e., to oral work, and the development and drill of a fundamental process, or its application; or oral work, and problems related to a definite center of interest. Avoid haphazard, miscellaneous work.

Oral work. At least one-third of each arithmetic period should be given to lively, snappy drill and oral problems.

Require the simple statement of the result, except when you wish to test the process by which the result is obtained. Then a brief analysis should be given. The record of the result is sufficient in written "Oral work."

Written work. In problems too difficult to solve orally, written expression should be clear, simple, and direct. The written work should be preceded *always* by these steps in oral discussion:

1. What is to be found out?
2. What is given in the problem that will help to find this, or what do I know?
3. How shall I proceed?
4. A statement of the work done.
5. The operations performed.
6. Does the work seem reasonable?
7. The work checked.

In brief: 1. The situation—what? 2. The method of solution—how?

I. Integers:

1. Notation and numeration.

Arabic numbers to seven or nine orders.

Roman numbers to M.

2. Fundamental operations:

Addition. Limit to numbers of four orders—six to eight addends.

- a. Counting: forwards and backwards, to 144 by 2's, 4's, 3's, 9's, 5's, 10's, 7's, 11's, 12's.

- b. Review forty-five combinations.

- c. Learn terms: addition, sum, addends.

Subtraction: Limit to numbers of four orders.

Pay special attention to zeros in minuend.

- a. Proof, or methods of checking work.

- b. Learn terms, subtraction, minuend, difference, remainder.

Multiplication: Limit multiplicand to four orders, multiplier to two orders,—later to three orders.

Pay special attention to zero in multiplicand, in multiplier.

- a. Factors in multiplication. Oral work.

- b. Checking work.

- c. Learn terms: multiply, multiplicand, multiplier, product.

Division: Short division reviewed. Express in fractional form.

Long division: Limit dividends to four orders, divisor to two orders, later dividend to five orders, divisor to three orders.

a. Proof, or methods of checking work.

b. Learn terms: divisor, dividend, quotient.

II. *Fractions:*

1. Common:

a. Part-taking tables, $1/2$, $1/4$, $1/8$; also $3/2$, $2/4$, $3/4$, $3/8$, $5/8$, $1/6$, $1/12$; also, $5/6$, $7/12$. $1/3$, $1/9$; also, $2/3$, $4/9$, etc., $1/5$, $1/10$; also. $2/5$, $7/10$.

b. Equivalent, $1/2$ equals $2/4$; equals $3/6$, equals $5/10$. $1/3$ equals $3/6$ equals $3/9$, equals $4/12$, etc., using concrete illustrations.

c. Addition, subtraction of fractions. Denominators determined by inspection.

d. Improper fractions, mixed numbers. Reduce improper fractions to mixed numbers. Addition and subtraction of mixed numbers.

e. Multiplication. Integer by fraction; by mixed number; fraction by fraction.

2. Decimal:

Introduce in form of dollars and cents.

Limit to two orders.

III. *Denominate numbers and measurement.*

United States money; bills, receipts, local problems.

Dwell upon cost, selling price, gain or loss.

Liquid measure. Dry measure.

Linear measure, rd., mi.

Square measure, sq. in., sq. ft., sq. yd.

Cubic measure, cu. in., cu. ft., cu. yd.

Time. Avoirdupois. Weight; ton.

Dozen, gross, quire.

Change from lower to higher denominations, and vice versa.

Problems.

V. *Incidental number work related to a definite center of interest.*

Geography, history, nature-study, construction, or handwork.

Everyday affairs.

Games.

References:

Myers, Arithmetic, Book I., Part II.

The Rational Arithmetic, Belfield and Brooks.

Primary Arithmetic, David Eugene Smith.

Text for Class. Nicholls III.

FIRST HALF YEAR

I. Integers:

1. Notation and numeration.

a. Arabic numbers to seven or nine orders.

Place and value of digits.

Periods; use of comma, omission of *and* Translation exercises.

Applications. Read populations of towns in Baltimore county;
of counties in the State.

Yields of grain, fruit, vegetables, oysters.

United States Money.

b. Roman numerals.

Value of numerals. Equivalents in Arabic, and vice versa.

c. Review all Grade III tables weekly for a month, then monthly during the First Half Year.

References:

Myers, pp. 130-131. Belfield and Brooks, p. 117.

Nichols III, p. 115.

Smith, pp. 94, 130, 172.

2. Fundamental operations.

a. Addition, Limit to numbers of four orders, six to eight addends. Counting, forwards, and backwards to 144 by 2's, 4's, 8's, 3's, 6's, 9's, 5's, 10's, 7's, 11's, 12's. Review the forty-five combinations.

Steps: Sight work with tens, hundreds.

Reading columns by simple addends, by grouping addends.

Checking work.

Time tests.

Terms—addition, addend, sum.

Applications: Yields of grain, fruit, oysters, vegetables, etc.; distances, population, factory records, wages, products, expenses, sales, coal dealer, merchant, grocer, oyster packer, banking accounts, salaries, cost of meals, merchandise, school supplies, etc.

References:

Belfield and Brooks, pp. 132-135.

Myers, pp. 142, 143.

Nichols, III, p. 11, 48, 108.

Smith, pp. 130-132, 169, 170-175.

b. Subtraction. Limit to numbers of four orders. Pay special attention to zeroes in minuend.

Steps: sight work with tens, hundreds.

Translation, preparatory to both oral and written work.

Proof or method of checking work.

Time tests.

Terms: subtraction, subtrahend, minuend, difference, remainder.

Applications: See above. Paying bills; buying and selling; making purchases; spending wages.

References:

Belfield and Brooks, pp. 136-141.

Nichols III. See Index.

Myers, pp. 154-159.

Smith, pp. 109, 176, 133, 136.

c. Multiplication. Limit multiplicand to four orders—multiplier to two orders—later to three orders. Pay special attention to zero in multiplier.

Steps: Compare addition and multiplication.

Multiply by two, three digits.

Factoring in multiplication.

Checking work.

Time tests.

Terms: multiplication, multiplicand, multiplier, product.

Principles:

1. Only one factor in multiplication can be concrete.

2. The product and the concrete factor must be like numbers.

3. The order in which the factors are used will not affect the product.

Application:

Bills, grocery, dry goods, hardware; business problems, market quotations.

References:

Belfield and Brooks, pp. 142-149.

Nichols, III, Index.

Myers, pp. 160-165.

Smith, pp. 87, 88, 89, 121, 137, 139, 141, 170-181.

d. Oral work.

Drills on the forty-five combinations; multiplication tables,

4's, 8's, 6's, 12's. Fractional tables $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{5}{8}$,

$\frac{1}{3}$, $\frac{1}{6}$, $\frac{3}{6}$, $\frac{1}{12}$.

Applications—simple problems.

Reference:

See above.

e. Addition.

II. Fractions:

1. Common:

- a. Part-taking tables, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, also $\frac{3}{2}$, $\frac{3}{4}$, $\frac{3}{4}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{1}{6}$, $\frac{1}{12}$;
also $\frac{5}{6}$, $\frac{7}{12}$, $\frac{1}{3}$, $\frac{1}{9}$; also $\frac{2}{3}$, $\frac{4}{9}$, etc., $\frac{1}{5}$, $\frac{1}{10}$; also $\frac{2}{5}$, $\frac{7}{10}$.
- b. Equivalents, $\frac{1}{2}$ equals $\frac{2}{4}$ equals $\frac{3}{6}$ equals $\frac{4}{8}$; $\frac{1}{3}$ equals $\frac{2}{6}$
equals $\frac{3}{9}$ equals $\frac{4}{12}$, etc.

Concrete illustrations.

c. Addition, subtraction. Denominators determined by inspection.

2. Decimal.

- a. Introduce in form of dollars and cents.
- b. Simple percentage based on the parts of a dollar.

References:

Belfield and Brooks, pp. 163, 257.

Myers, pp. 182, 189.

Nichols, III (Consult index).

Smith, pp. 152, 190.

III. Denominate numbers and Measurement.

United States Money; bills, receipts, local problems.

Dwell upon cost, selling price, gain or loss.

Avoirdupois weight, Ton.

Liquid measure. Dry measure. Tables committed to memory.

Linear measure. Develop $16\frac{1}{2}$ ft. equals 1 rd. Commit to memory.

Time: School time, program, year, weather, time, and distance; wages, sales.

References:

Belfield and Brooks, pp. 119, 146-147, 134, 155, 167, 170.

Myers, pp. 124, 130.

Nichols III. (Consult index.)

IV. Incidental work related to a definite center of interest.

Problems made by teacher and children:

- a. Products of garden, orchard; cost of production, gathering, marketing, manufactured articles—cider, vinegar, gain and loss.
- b. Fruit stand, lunch counter sales.
- Grain—wheat, corn, weight, cost of seed, of production, flour, bread, baking supplies, receipts.
- d. Oyster industry—oysters gathered, wages of tongers, and shuckers; sold by bulk, by cans.

- e. School supplies.
- f. Purchases and wages.
- g. Mail service; postage; telegraph, telephone.
- h. Bills, Laundry lists. Sales.

References:

- Belfield and Brooks, pp. 103, 106, 125, 129, 149, 165.
- Myers, pp. 110, 113, 126, 142, 152, 190-192.
- Nichols. (Consult index.)
- Smith, 171-192.

SECOND HALF YEAR

I. *Integers.*

1. Notation and numeration. (Continue previous work.)
2. Fundamental operations. (Continue previous work as outlined. Work for *accuracy*, then *rapidity*.)
 - a. Addition.
 - b. Subtraction.
 - c. Multiplication.
 - d. Division. Long. (The special work of the year.)
 - Short division reviewed. Express in fractional form. Long division. Limit dividend to four orders, divisor to three orders.
 - Steps: Sight work. Reading or translating for division. (See Grade III.)
 - Division by 10, 20, etc.; 21, 31, etc.
 - Zero introduced in divisor.
 - The remainder in fractional form.
 - Applications: Division of property; land, money.
 - Distribution.

References:

- Belfield and Brooks.
- Myers, pp. 166-169.
- Nichols III. (Consult index.)
- Smith, pp. 143-147, 151, 173, 183, 189.
- e. Oral work.
 - Drills on fractional tables.
 - Application—simple problems.

NOTE: All new phases of the work should be presented in the oral form, drill being given upon the process through manipulation of small numbers.

References:

See above.

II. Fractions:

1. Common:

- a. Addition, subtraction. Review and extend work previously given.
- b. Improper fractions, mixed numbers. Reduce improper fractions to mixed numbers. Addition and subtraction of mixed numbers.
- c. Multiplication. Integer by fraction; by mixed numbers, fraction by fraction.

2. Decimal:

- a. Reading dollars and cents; by the hundredths.
- b. Percentage based upon the parts of a dollar.

References:

Belfield and Brooks, pp. 163, 257.

Myers, pp. 182, 189.

Nichols III. (Consult index.)

Smith, pp. 152, 190.

III. Denominate Numbers and Measurement.

Continue drill and application upon the tables previously given.

Square measure: sq. ft., sq. yd.

Cubic measure: cu. ft., cu. yd.

Dozen, quire, gross.

References:

Belfield and Brooks, pp. 73, 75, 77, 101, 187, 189, 209.

Myers, pp. 68, 80, 83, 84, 133.

Nichols, Consult Index.

Smith, pp. 101-103, 203.

IV. Incidental work related to a center of interest.

- a. Construction: portfolios, book covers, rugs, table covers, pillow covers, etc.
 - b. Drawing to scale: areas, tennis court, baseball field.
 - c. Solid contents: wood measure, boxes.
2. Geography:
- d. Clothing: wholesale and retail goods; merchant, tailor, men's clothing; women's clothing, Furs.
 - e. Cotton and Woolen mills. Factory problems.
 - f. Accounts: weekly, monthly.
 - g. Lumbering: tree products, etc.

- h. House furnishings; furniture, carpeting, papering, walks and grounds.
- i. Heating: coal, wood, problems.
- j. Lighting, gas, electric, kerosene, bills.
- k. Rents.
- l. Transportation: distances, shipping, freight, cost of roads.
- m. Dairy problems, garden problems. Florist problems, earning money. Charity sales.

3. Games.

Upon completing the year's work the pupils should have acquired the ability to read and write numbers within six orders; to use the four processes *accurately* and with a fair degree of rapidity within the field of integers; to solve problems within the range of their experience involving these processes; to handle the facts of denominate numbers with ease; to use *simple* fractional forms intelligently.

See also *Summary for Grade IV, Myers' Arithmetic*, p. 207.

FOURTH SCHOOL YEAR—GRADE IV

DRAWING

Read Introduction to Grade III.

Emphasis will be placed on composition or design, and the use of brush and ink in objective drawing. Avoid repetition of studies used in Grade III, except when unavoidable.

September:

Color:

Review standards, tints, shades; and teach intermediate hues, warm and cool colors, non-colors, and brown colors. Use color charts, and make the color scale. Teach contrasted and dominant harmonies, and use when applicable to other work.

Objective:

Autumn flowers—in color; in pencil massing.

October:

Objective:

Single leaves—individual specimens. Select a very simple leaf for study and require six different positions. Block in the shapes with pencil. A small spray of leaves—blocking in simply, showing different positions and aiming for good size, placing, and character of growth.

Sprays of leaves, grasses, seed-pods, berries or flowers in pencil massing, brush and ink, and color. Study carefully the best arrangement, considering character and growth of the plants.

Art Text Book IV, pp. 18-21.

Illustrative:

Study the proportions of any tree that may be seen from the school window and from pictures of trees. Block in with pencil the proportions and general shape of one tree. Aim for good size, placing, and freedom in sketching.

Study different kinds of trees. Sketch another tree, from a picture, or from nature—pencil outline. Emphasize trunk mass and foliage mass. Brush and ink; color. Use in landscape. Keep drawings large.

Art Text Bk. IV, pp. 1-6.

Design:

Use one of the above subjects in vertical oblong working for good spacing. Place on book cover. Do not use ribbons.

November:

Objective:

Group of two objects—fruits. Block in the appearance studying near and far position. As branch of autumn fruit with foliage—color. Group of two vegetables showing good composition—color; brush and ink.

Illustrative:

Pose, Pilgrim boy. Use in composition. Turkey.

Art Text Book, IV, pp. 32-38.

Design:

Use the result of one of the first lessons or some other nature work—apply as decorative panel on Thanksgiving booklet.

Design a unit,—combination of lines and spots—balanced unit. Repeat this unit over a surface and in a border.

Art Text-book IV, pp. 28, 29.

Picture-study:

Dupre, Julien. *Pitching Hay.*

Breton. *The Gleaners—Haymaker's Rest.*

December:

Objective:

Study evergreen tree, sprays of evergreen and holly or mistletoe.

Art Text Bk. III, p. 10.

Design:

Apply unit developed in November to some useful article. Do not use ribbons.

Design a unit from holly, mistletoe, or pine cones.

January:

Objective:

Type solids—cylinder. Draw appearance when above and below the eye. Study ellipses—practice before drawing from the object. Blackboard work. A bowl—study of ellipse, and balance of sides. Cut and decorate—color; brush and ink. Three lanterns above eye level well arranged within a horizontal or vertical oblong. A vase form simple in outline. Group a cylinder and sphere or similar objects—study positions. Pencil massing, brush and ink.

Art Text Bk. IV, pp. 46-50.

Illustrative:

Winter landscape—brush and ink showing three values.

Pose—short time sketches—back view.

Text Book IV, pp. 34-38.

Design:

Use landscape. Outline the masses with black. Apply to book cover.

Art Text Book IV, p. 9.

Picture-study:

Greuze, Jean Baptiste. *Child with Apple.*

Mauve, Anton. *Sheep going to Pasture.*

February:

Objective:

A group of objects based upon cylinder and sphere below eye level.

Good composition. Show color values. Winter tree.

Art Text Bk. IV, pp. 6, 51.

Illustrative:

Pose—represent some action or character related to school work.
Brush and ink; color. Short time sketches, face view, omitting features.

Art Text Bk. IV, p. 33.

Design:

Cut shield, color, use in border. Given lines and spots, originate a surface design and apply.

Cut simple stencil. Apply to border.

Art Text Bk. IV, pp. 68-69.

March:

Objective:

Animals in action from memory, from pictures.

Brush and ink, pencil massing. Blackboard work.

Carnations, arbutus, catkins; color scales represented.

Illustrative:

Landscape composition in four values—including sky, land, bushes, trees; brush and ink. Pose—child in action.

Design:

Teach trefoil and quatre-foil, and apply—cutting or drawing to book-cover. Design book cover for daily work, applying flower, landscape or pose decorative drawing. Practice good lettering.

Art Text Bk. IV, pp. 70, 77.

April:

Objective:

Spring flowers—in pencil massing, in brush and ink, in color.

Color scales in flowers—represented. Art Text Bk. IV, pp. 78-80.

Illustrative:

Spring landscape—color.

Design:

Good lettering. Use letters placed *horizontally* across the page. Stencils, apply to pillow covers, towels, or mats. Continue March work.

May and June:

Color:

Review lessons given in September.

Objective:

Drawing lessons in different positions—flowers—showing foreshortened view of leaves and blossoms. Show several different positions of the *same* flower. Sketch spring trees, color, pencil massing. Color scales represented.

Design:

Continue lettering: Use flower and landscape composition for book-cover designs. Continue the use of simple stencils—apply to surface, and border designs. Work out the problems of corners—on pillows—table covers, etc.

Art Text Bk. IV, pp. 81-84, 87-90.

Picture-study:

Reno Guido. *Aurora*.

Bonheur, Rosa. *Horse Fair*.

FOURTH SCHOOL YEAR—GRADE IV

HANDWORK

See Introduction to Grade I.

“Handwork in relation to the child is expression in terms of form and color; in relation to social life it is the interpretation of art and industry.”—McMurry.

The possibilities of the subject as a factor in the correlation of school studies with home life and with our present economic problems justifies its place in the curriculum.

Community work should be the characteristic feature of the work in the elementary grades, emphasizing social effort which includes also co-operation with the home.

Materials: Tagboard, manilla, cover paper, bogus, reed and raffia, burlap, scrim, crash, canvas, cotton floss; grass, rushes, cornhusks, gathered by children; short lengths of left-over materials, silks, cottons, woolens, which can be utilized in class; clay.

I. Construction:

1. Method:

- a. Continue use of ruler. Use halves, fourths, eighths.
- b. Working drawings of each article made will be kept in a book made for this purpose.
- c. Simple descriptions, processes of work—both oral and written. Written work to accompany the working drawing.
- d. Dictation should be simple, clear, and direct; given orally with blackboard illustrations; given in written form, permitting children to work independently in undirected lessons, i. e., seatwork.
- e. Urge children to find new uses for the materials furnished. For use in the original work—illustrating history, geography, or literature; a number of extra sheets of paper will be sent yearly to each school.

2. Model

Material

Circle, tumbler-top	
Needle book covers	Tag 6x6 ins.
Thread winder	
Square mounts of various kinds	Tag 6x6 ins.
Square and circle, picture-frames	
Oblong calendar pad, match scratcher, book mark blotter back, portfolios, envelopes, seamless tray	Tag 8x6 ins. Cover paper 8x8 ins. Manilla 18x24 ins.
Triangle—cover corner book-marker, tri-tray, desk pad with triangular corners applied.	Tag 6x6 ins. Bogus. Cover paper 8x8 ins.
Cube—Boxes, houses, lanterns.	Bogus. Cover 8x8.
Triangular Prism—Boxes with lids. Letter file.	Bogus. Cover. Tag.
Cylinder—Napkin ring, pail, etc.	{ Manilla { Bogus
Cone—Lamp shade.	Cover.

References:

Holton and Rollins. Industrial work for Public Schools.
Seigmiller. Primary Handwork.

II. Clay Modelling:

In this grade the clay modelling should emphasize the representation of the object though not so accurately finished that all life is smoothed out. There should be opportunity for the application of simple art principles in simple pottery and tile-making.

1. Tiles:

- a. Flowers, fruit, vegetables with leaves, birds, animals, in bold relief.
- b. Flower, leaf, seed, used as units of design.
- c. Representative activities; the sower, the harvest, transportation by water; by land.
- d. Stories from history and literature. Pilgrims Going to Church. The Mayflower. Margaret Brent. St. George and the Dragon. William Tell. Apollo's Chariot.
- e. Geometric tiles: Square. Oblong rectangle. Circle.

2. Pottery:

- a. Simple Indian bowls, pipes.
- b. Pin tray, candle-stick, flower pot, vases.

III. Basketry:

Model	Material
Mat	Reed Nos. 2 and 4.
Simple baskets	
Brush broom-holders	
Melon baskets	Reed Nos. 2 and 4.
Simple stitch trays	Raffia
and baskets	
Ferneries	
Hanging baskets	

References:

Holton and Rollins. Industrial Work for Public Schools.
Seigmiller. Primary Handwork.

2. Sewing:

Method:

- a. Talks about textiles; cotton, silk, wool, linen.
- b. In making articles the following outline is suggested:
 - (1) Name of article made.
 - (2) Purpose.
 - (3) Materials that can be used.
 - (4) Measurements of materials and pattern.
 - (5) Working drawing made and kept for reference. Intelligent work depends upon intelligent direction.
- c. Encourage blackboard illustration by pupils.
- d. Attention to details previous to lesson insures successful results.
- e. Community work emphasized.

Materials:

Gingham, cotton floss, canvas, crash, burlap, warp, paper for stenciling.

Model	Material
Pencil case, bean bag, apron or laundry bags	Gingham, cotton floss (cross stitch)
Book bag or shoe bag	Burlap Cotton floss
Doilies—using stencil design or simple units	and Crayon or Easy dye (Outline stitch)
Pillow tops or towels, using stencil designed or simple units	Burlap Crash Linen Cotton floss Crayon or Easy dye (Outline stitch)

Community Work:

Table cover or Pillow top or Curtains	Burlap Crash Canvas Cotton floss (Cross stitch)
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References:

Outline in Sewing, 1906

Seigmiller. Primary Handwork.

NOTE: It is not expected that each child shall make all the models suggested, but the number of articles made by one shall not be less than four, including the community work. In schools having two grades in one room the work will be given in two-year cycles; the outline for Grade III one year followed by the outline for Grade IV the succeeding year.

In schools having two or more grades boys and girls may be segregated; one teacher giving sewing to the girls, another giving basketry to the boys.

In schools having one grade only the problem can be met in two ways:

- a. Dismissal of boys or girls on alternate weeks at 3.00, retaining one group until 4.00 P. M.
 - b. Assistance from teacher of Grades I or II.
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FOURTH SCHOOL YEAR—GRADE IV

PHYSICAL CULTURE

Read Introduction to Grade I.

Gymnastics:

1. Corrective, for the correction of faulty habits of posture.
2. Educational, for the training of the neuro-muscular system.
3. Hygienic, for the general benefit to the body.

AUTUMN: SEPTEMBER, OCTOBER, NOVEMBER

Directions for the following games are given in *Education by Plays and Games*, by Johnson.

Games for Outdoors:

1. Center Base, p. 161.
2. Sheepfold, p. 161.
3. Hare and Hounds, p. 166.
4. Obstacle Relay Race, p. 167-169
5. Dodge Ball, p. 172.
6. Review Games previously given

Games for Indoors:

1. Bean Bag Backward.
2. Hide the Thimble.
3. Keep Ball, p. 172.
4. Acting Tilts, p. 187.
5. Minister's Cat.
6. Clumps, p. 188.

Rhythmic Exercises. (Two periods weekly.)

Same as Grade III.

(See Monthly Outline.)

Gymnastics:

(See Monthly Outline.)

Health Lessons:

Two talks a month with the children upon the following topics:
Bathing and care of the skin. Care of the nails. How to breathe.

Reference:

Gulick. *Good Health*, pp. 114-121, 34-38, 101-108, 1-27.

WINTER: DECEMBER, JANUARY, FEBRUARY, MARCH

Games for Outdoors. (Corridors, playgrounds, on stormy days.)

1. Walking or Running Races.
2. Shinney, p. 175.
3. Roly-Poly, p. 170.
4. Quoits, p. 174.
5. Duck on a Rock, p. 170.
6. Wolf, p. 162.

Games for Indoors:

1. Balloon Ball, p. 172.
2. Ring Toss, p. 111.
3. How Do You Like It? p. 186.
4. Characters, p. 188.
5. Corn and Beans, p. 187.
6. Animal, Vegetable, Mineral, p. 189.

Rhythmic Exercises:

Same as Grade III.

(See Monthly Outline.)

Gymnastics:

(See Monthly Outline.)

Health Lessons:

Two talks a month with children upon the following topics:

Care of the eyes. Care of the ear. Appetites: True and false.

First Aid to the Injured.

Emergencies, pp. 46-57.

Reference:

Gulick. *Good Health*, pp. 62-77, 90-101, 11-16, 77-83.

SPRING: APRIL, MAY, JUNE

Games for Outdoors:

1. Review Games previously given.
2. Prisoners' Base, p. 160.
3. Blind Man's Buff, p. 122.
4. Leap Frog, p. 184.
5. Dive Ball, p. 172.
6. Grace Hoops, p. 175.

Games for Indoors:

1. Riddles, p. 154.
2. Steps.
3. Repeating Games, pp. 125-126.
4. Ring Toss.
5. Traveler, p. 198.

Rhythmic Exercises:

Same as Grade III.

(See Monthly Outline.)

Gymnastics:

(See Monthly Outline.)

Health Lessons:

Two talks a month with children upon the following topics:

Some facts about the nose. Suggestions on First Aid to the Injured.

Emergencies, pp. 57-82.

Reference:

Gulick. *Good Health*, pp. 131-137, 137-142.

NOTE: This outline is an adaptation from the Rochester Course of Study.

READING AND LITERATURE

FIFTH GRADE

In the grammar grades the material for the oral reading period should be drawn *mainly* from the field of literature. The study of a literary masterpiece whether it be prose or poetry involves the technique of reading plus literary appreciation. There are many factors to be taken into consideration when discussing reading: the mastery of its technique, its materials and kinds, and the ability of the child to handle books without help. We must consider the following:

I. Kinds of reading:

1. Silent.
2. Oral.

The pupil is concerned with *silent reading* primarily when studying his lessons—geography, literature, nature study, etc., or when reading books for pleasure.

He is concerned with *oral reading* (1) when the teacher reads to him for the purpose of instruction, to supplement his daily studies, or to give him pleasure by the presentation of a piece of literary art—in either case, he must grasp the thought and form of the material quickly and accurately; (2) when he reads aloud to the class from any text for the purpose of conveying information, or for the pleasure of reading a story or poem (interpreting literature).

II. The purposes of reading are:

1. To get thought from the printed page;
2. To give pleasure to others, and to get pleasure for one's self.

Both in silent and in oral reading, there are difficulties.

III. Difficulties:

1. New words;
2. Familiar words in unfamiliar meanings;
3. Phrases that are puzzling;
4. Unfamiliar idioms;

5. Regular sentences regular in form, but of complicated structure;
6. Peculiar customs and institutions not found in the child's own environment;
7. Now and then acts that are incomprehensible to the child;
8. Situations and conduct that challenge and bewilder the child's ethical judgment.

These must be overcome, and this can be done only by having a reading preparation period.

IV. *Reading preparation period:*

The nature of this period is two-fold, consisting of

1. Formal exercises;
2. An assignment for class study, of the lesson to be read.

1. *Formal exercises:*

Continue to give special lessons for interpreting diacritical marks forgetting the meaning of difficult words through the context and in using the dictionary for the meaning of new words and for discriminating among definitions. If the children do not understand diacritical markings and the phonic laws, teach them through frequent drills, using Robbins' *Phonetics for Schools*; and Sarah C. Brooks', *Phonetics for Schools*.

2. *The assignment for study:* "Here the definiteness and skill of the teacher's questions should tend to awaken curiosity and interest in the work; to give the class a glimpse of the pleasure that awaits it in the final study; and to pave the way to an easier mastery of the verbal difficulties, the new and difficult words, and of obscure and involved passages." The following is a typical assignment, but variety must be given from day to day to keep up the right interest:

Lesson—Stepping Stones to Literature: A Fourth Reader, pp. 234; The Nest of the Golden Eagle, by Christopher North.

1. Read the story;
2. Make a list of incidents that occur (outline);
3. Make a list of words you do not understand;
4. Write the sentences in which you find the following groups of words: "Hannah Lamond's bairn!"; "on the green dial face of the earth;" "all at once the birds quailed and were cowed;"
5. Tell which incident you enjoyed most.

This should be followed by a conversation lesson to bring out the above points; and by the pronunciation of the list of difficult and obscure words culled from the class papers. The latter will call for knowledge of diacritical marks from the class and for questions from the teacher to bring out the meaning of the words from the context, if possible; but if it is not, then the teacher should give the meaning or, in upper grammar grades, require the use of the dictionary, etc. At times drill on lists of words for enunciation is necessary, since this is a strong point in oral reading.

"To be 'well spoken' is still a strong point in a man's favor in many walks in life. The pleasant voice and delivery, the breeding implied in correct speech, the evidence of character and culture in the touch of distinction in the vocabulary, the power of graphic description and narration, these things have sometimes even commercial value; while, ability to read and recite agreeably, to debate and argue effectively is almost everywhere a valuable asset, and in certain callings—political, ministerial, legal—an indispensable condition of success." Chubb.

V. *The speed test in reading:*

At times provision should be made for this test. Here the children read *silently* for a given time and tell what they have read. This makes for speed and accuracy, and serves to show the teacher the general class improvement or its lack, and the consequent necessity for improving the plan of study.

VI. Readers for the grade:

It is not likely that any of the many existing readers will be entirely satisfactory to the teacher who is trying to live up to a high standard. Therefore selections should be chosen from the reader; some selections rejected altogether, and the rest classified according to seasonal interests, informational interests like geography and history, and purely literary interests. It will be seen at once that there must be supplementary reading.

VII. Supplementary reading:

Here geographical story texts, like the Carpenter readers; or historical stories find their place, as well as literature proper.

VIII. Literature:

"Literature is art: it is one of the fine arts. We set it apart from other arts by the fact that it uses language as its medium and we set it apart from other writing by the fact that it uses language in the way that language must use it—not for technical purposes, not as a medium for teaching facts or doctrines, not to give information, but to produce artistic pleasure; not to conserve use, but to exhibit esthetic beauty."—*MacClintock*.

Literature as an art is understood in the elementary school only by the exceptional teacher and any discussion that elucidates and emphasizes the right principles upon which to base a choice of stories for classroom use must be welcomed by the educational world. It is the emotional element in literature that places it above the sciences and classes it with the fine arts. It is most necessary that the right kind of literature to meet his needs and tastes be given to a child during his various stages of development.

Chubb says of the child of the fifth and sixth grades: "His world of men and things is growing wider and more populous; his mental grasp is increasing; his memory is more tenacious; he can hold more and more in his mind; he is probing more thoroughly into the causal connection of things; he is growing in power of observation and discrimination. His world

is still the habitation of the great mythical and shadowy personages of the world's childhood, but it is also becoming peopled with modern heroes of industry and commerce, of the professions and the arts. He is still in what we may call the *epic phase*, and the longer he remains in it the better.

"Adventure and romance, heroisms and daring, the wonders of excitement of travel and exploration, of march and siege, upon these we may feed him, and upon these, as sure foundations of the superstructure to be raised in later years, we may build. So we shall broaden his world and enlarge his sympathies, and give him a many-sided interest in all sorts and conditions of men and women, and in various callings and points of view, before we begin that adolescent work of introspection and self-analysis which tends to contract for a time his interests and sympathies. Here is the central epic interest!

"Nature interest will remain and grow apace! Interest in conquests and developments of civilization will be increasingly active.

"Lyric impulse will persist and deepen: it is through lyric poetry that we shall work for the chastening idealization of those primitive passions of anger, hate, devotion and love into their higher forms of courage, loyalty, obedience and reverence.

"Purely lyric poetry comes to a child through song—songs sung in the daily assembly, songs sung in the classroom once or twice a day. It is an expression of childhood's spontaneous power. It should be as natural to take two or three minutes between recitations for a hearty song as for recess or calisthenics."

"Use literature as you use all studies—only more powerfully because of its greater emotional appeal—to illuminate and enhance the worth and glory of life and living, where training the pupil to the correct and effective use of language as a medium of communication.

"1. Interest and delight must accompany all the work done in literature.

"2. It should be done with an air of happy and dignified leisure.

READING MATERIALS FOR GRAMMAR GRADES.

"a. Material in reader—of which there should be one or more sets kept for class use, and distributed for such purpose only—for sight reading, to cultivate agility of mind, rapid seizure of thought, and clear, intelligent rendering. These will be pieces of minor importance, yet worth knowing; a single reading of which will suffice.

"b. Other more difficult selections from the reader to be read aloud, as a test of power of comprehension and emotional responsiveness, after a preliminary silent reading and careful consideration. These will be pieces to which more importance attaches.

"c. Short poems or pieces to be read at home, silently or aloud (practice reading), which have called for some research and annotation, or have had to be memorized. These will be the easier ballads and short narrative poems and pieces used for comparative purposes.

"d. A few longer works—novels, or some of Scott's narrative poems (one each term, perhaps), that are to be read at home in a given time, and then discussed in class.

"e. The works, short and moderately long, that form the 'core' of the course, and receive careful treatment or thorough study in the class.

"f. Works read to the class by the teacher which may be a little above the average reach of the class, the teacher aiding the interpretation."—Chubb.

We must gain the ear of the child; that is at first our only resource as teachers; and our chief resource it ought to be at all times. We must cultivate the child's auditory taste as in our art work, we cultivate his visual taste.

Treatment of a Poem: Chubb, pp. 97-103; Woodley, Text for the grade.

"A great poem ill presented is like a great picture seen in a poor light."—Chubb.

"The greatest influences in the literary education of the child are those which flow from the impressive vocal rendering of a great poem by the teacher." *Corson.*

FIFTH GRADE.

Texts:

Readers:

- Stepping Stones to Literature. A Fourth Reader.
(Selections not read in the fourth grade.)
- Stepping Stones to Literature. A Fifth Reader.
(Selections made for the grade.)

Supplementary:

- Hyde. Favorite Greek Myths (Selected parts).
- Maitland. Heroes of Chivalry.
- Pyle. Robin Hood.
- Snedden. Docas. (To be borrowed from the fourth grade if the fifth grade has not read it.)

Voluntary or Pleasure Reading:

- Kipling. Jungle Book, Book I.
- Kipling. Jungle Book, Book II.
- Seton-Thompson. Wild Animals I have known.
- Kipling. Puck of Pook's Hill.
- Jenks. Jishib, the Ojibway Indian.
- Long. The School of the Woods.
- Pyle. Men of Iron.
- Warren. Stories from English History.
- Sewell. Black Beauty.
- Anderson. Fairy Tales.
- Brown. In the Days of Giants.
- Kipling. Just So Stories.
- Hall. Viking Tales.
- Price. Wandering Heroes.
- Stevens and Allen. King Arthur Stories from Malory.
- Judd. Wigwam Stories.
- McIntyre. The Cave Boy.
- Arabian Nights' Entertainments.
- Kipling. Stories and Poems Every Child Should Know, Books II and III.
- Long. School of the Woods.
- Ouida. The Dog of Flanders.
- Quida. The Nürnberg Stove.
- Carroll. Alice's Adventures in Wonderland.
- Carroll. Through the Looking Glass.
- DeMusset. Mr. Wind and Madam Rain.
- Baum. The Wizard of Oz.
- Thompson-Seton. Krag and Johnny Bear.
- Greene. King Arthur and His Court.
- Swift. Gulliver's Travels (Selected).
- Yonge. Book of Golden Deeds.

Poems for Memorizing.

(Select one for each month.)

Barry Cornwall. The Sea.
Lanier. The Song of the Chattahoochie.
Tennyson. The Brook.
Miller. Columbus.
Hemans. The Landing of the Pilgrims.
J. W. Riley. Old Glory.
Longfellow. Excelsior.
Kipling. The Law of the Jungle.
Longfellow. Hiawatha and Pearl Feather.
E. R. Sill. Opportunity.
Whittier. The Corn Song.
Longfellow. Daybreak.
Carroll. The Walrus and the Carpenter.
Van Dyke. The Song Sparrow.
Anonymous. An English Apple Orchard in the Spring.
Burns. Bannockburn.
Folk Ballad. Sir Patrick Spens.
Southey. The Inch Cape Rock.
Browning. Incident of the French Camp.
Patriotic Songs.

References:

Baker. Studies in the Teaching of English. (Teachers' College Record.)
Burt. Poems That Every Child Should Know.
Carpenter, Baker and Scott. The Teaching of English.
Chubb. The Teaching of English.
Colby. Literature and Life in School.
Cox. Literature in the Common Schools.
Huey. The Psychology and Pedagogy of Reading.
Laing. Reading and How to Teach It.
MacClintock. Literature in the Elementary School.
McMurry. Special Method in Reading for the Grades.
Stevens. Days and Deeds. (Anthology.)
Tappan. The Story Hour. (Selections from all grades.)

LANGUAGE AND GRAMMAR

FIFTH GRADE

COMPOSITION

1. *Aim:*

"Speaking and writing are simply two forms of one mental act—the act of expression. The general aim of elementary composition is the training of the mind through the acquisition and expression of ideas. The second aim must be to teach those facts and principles of language which are the necessary media of successful expression."—*Carpenter, Baker and Scott.*

2. *Materials for oral composition:*

Child's daily experiences; stories retold from literature; nature-study topics developed in classroom; geography topics; history topics; games; literature, prose and poetry; pictures; manual training activities; dramatization.

"Every observant teacher knows that children are interested in (1) the world of visible and external facts about them; (2) the world of story, whether history or fiction; (3) the explanation of things.

"In general, therefore, the material for composition must be drawn from the child's daily home and school experience and from the stories which interest him.

"Here is the teacher's opportunity and duty—to find the material that the pupil knows, and to bring him to an expression of it. It must be sufficiently knowable by the child to give him some clear and definite things to say, and it should stimulate his observation and his thought. The material chosen should afford opportunity for the arrangement of ideas into some sort of unified form.

"Everything he tries to say should be well said—that is, well composed; if it is not well said, it is not well known. The pupil should be expected to express himself clearly, concisely, correctly and, if possible, aptly in all. Faulty oral work—the clumsy, incomplete sentence, bad grammar, the inappropriate

word—is every whit as serious a defect in oral as in written work, and the excuse for dealing less deliberately and emphatically with it is that the correction of some errors is more difficult in the oral recitation than in the written; more dangerous, too, as interfering with the thought process, while it unduly delays progress.”—*Chubb*.

3. *Materials for written composition:*

See materials for oral composition; also letters—business, and social correspondence.

4. *Kinds of composition:*

“The ordinary class work calls for every kind—narration, description, exposition and even argument. For instance, narration is called for pre-eminently in history work; description in geography and science; exposition and argument in arithmetic and history, and often in geography. The four kinds must therefore find place in our plans.

“But besides the work that grows out of the various studies and letter-writing as a means of personal expression, there is yet another kind of composition that is equally important; that, namely, which grows out of literary study and calls upon the more purely literary and poetic inventiveness and constructiveness of the child. This is the counterpart of the work that is being done in reading, especially of the ballad and short story. The attempt made in the interests of appreciation to bring home to the child a feeling for the convincing and felicitous progression, climax, surprise and unity of the masterpieces of balladry and fiction, and gradually to give him an insight into the simpler principles of construction—beginning, middle and end; introduction, development and conclusion, setting and character grouping; the plot—weaving in short, that has such a fascination for children—this must have its outcome in the child’s own effort to invent and create, and to master the joinery of the story-teller’s craft.”—*Chubb*.

TECHNIQUE

I. *Forms of expression; sentence:*

One of the first essentials to both clear thinking and clear

expression is a sense of the form of the sentence. It is a unit of thought as well as a form of thought. Imperfect sentences written by the children should be made better by the class.

Other valuable exercises are practice in saying things in different ways; substitution of words, changing of phrases into clauses and the reverse, statement of contrary ideas, etc. (See Woodley.)

2. *Paragraph:*

"The importance of the paragraph as a basis of composition work now seems fully established. It is the unit of thought in all that continuous thinking towards which the school is working. Whether the pupil attempts to grasp the thought of a story or an explanation given by someone else, or to order his own thoughts into fit form for expression, his mind must proceed from paragraph to paragraph. When he wishes to make a single point clear, in any degree of fullness, he must write a paragraph. The appreciation of the paragraph, therefore, implies at once some power of discrimination and some sense of unity.

"When, and only when, the pupil has arrived at the power of giving a connected account long enough to be designated as a whole composition and is able to think of that account as made up of successive parts, he can begin to realize what the term paragraph means." *Chubb*.

3. *Outline or plan:*

"The discussion of paragraph brings us naturally to the consideration of the plan of the whole composition. Should children have a plan? Now speech, though prompted by emotion, is essentially an intellectual act, and teaching must bring order into intellectual activities. That the following of a plan does not hamper intellectual activity is demonstrated by the daily experience of good teachers; on the contrary, it gives a certain freedom and confidence to the pupil. Having made his rough outline he writes what he knows upon the first topic, second topic, etc. Perhaps the most valuable result of such work is the guidance it affords in working up a subject; that

is, either in taking stock of one's ideas or in gathering material. Children are generally helpless in both these respects.

"The constant aim of our teaching should be to cultivate a power and habit of orderly mental procedure. Good composition is fundamentally a matter of good form and this sense of form may be developed synthetically through the reading and discussion of poems and stories that have a very obvious formal excellence; and, analytically, through work in outlining; and, in reduction, through the synopsis and the paraphrase."—*Chubb*.

4. *Directed written work, or the class composition:*

Models must be put before children. No model is so productive of results as that the teacher and class work out together in the "class composition." There each pupil gets the benefit of the class knowledge of saying things in different ways, of changing phrases into clauses, of the agreement of form with content and vice versa. Two directed compositions each month should be sufficient practice in handling actively correct models; for the remainder of the written work the class should be thrown upon its own responsibility.

5. *Marking papers and criticism of compositions:*

(See Carpenter, Baker and Scott, pp. 142, 143.)

a. For effectiveness in the criticisms made:

1. Determine the ordinary errors and difficulties first to be attacked.
2. Make these errors and difficulties the subject of class instruction.
3. Present the models of the thing well done.
4. Give help on the new difficulties, but hold the pupil responsible for things that he ought to know.
5. Refuse to accept work that is below the standard.
6. Discriminate between inability and slovenliness.
7. Require the pupil to make the corrections called for.
8. Assist the pupil by searching questions and an outline, to think clearly.
9. Note individual difficulties; treat these as far as possible in brief personal interviews.
10. Be as keen to commend good work as to reprove bad. Read specimens of good work to the class.

11. Let the criticism be constructive rather than destructive.
 12. Keep a just balance between the critical and productive faculties of the child. To exaggerate the former is to inhibit his activity, to over-stimulate the latter is to cultivate carelessness.
- b. For economy of the teacher's time and energy.
1. Attack a few difficulties at the time and let those be typical.
 2. Concentrate the attention upon things that may be learned until they are learned.
 3. Use symbols in red ink or blue pencil along the margin calling attention to the errors which the pupil *can* correct.
 4. Have the corrections made by the pupils then read the composition again.
 5. Make the criticism of important matters a co-operative class lesson.
 6. Reject all slovenly work.
 7. Aim to stimulate the interest of the children and to promote as rapidly as possible their own powers of independent self-criticism.
 8. Reserve time and energy enough to keep alive mentally by the reading that both instructs and relaxes.

GRAMMAR—FORMAL.

The task of teaching grammar to young pupils is not easy. Its abstract nature repels, and its distinctions are sometimes difficult. There are certain problems which arise in the work for the solution of which the following suggestions are offered:

"1. It is well to postpone the systematic treatment of formal grammar until the seventh year in school. It has been taught earlier, of course; but the immaturity of the pupil, not yet arrived at the stage of development where the powers of abstraction are active, makes the work arduous and distasteful, if not futile.

"2. It is very desirable that some of the elementary conceptions of grammar be taught early in the course, beginning not later than the fourth year, and gradually increasing the stock of grammatical knowledge until the subject is taken up as a systematic study.

"3. From the first consideration of the parts of speech throw the emphasis upon *function* as determining the class to which

the words belong. To say that such and such a word is a noun used as a verb, or an adjective used as a noun, is a needless confusion of terms and ideas. In English the word is what its use in the particular context makes it. Only by keeping this in mind can we get the desired attention upon the logical aspect of grammar.

"4. The work must be made concrete. Abstract conceptions are meaningless unless linked with the power to render them concrete. Keep principles and examples close together. Start by preference with the example and make it clear that the rule or the definition is only the formula, the description, and not the real thing. It is easier, for instance, to make clear the essential nature of prepositions and conjunctions by lists of them *in use* than by definitions.

"5. There must be a frequent repetition. Abstract ideas easily evaporate unless they are made a part of the very stuff of the mind, and they become so incorporated not merely by explanation and example, but by long familiarity and frequent application.

"6. The order of the procedure indicated above, that is, from the sentence to the word, seems to be easiest for elementary pupils, though unquestionably they may be taught successfully by the opposite order." Carpenter, Baker and Scott, pp. 146.

FIFTH GRADE.

The following is the summary of the work for the Fifth Grade in Woodley's Foundation Lessons in English, Book One, Part II, pp. 95-197.

COMPOSITION—INFORMAL LANGUAGE.

1. Nature study:

The Peach, p. 97.

Autumn, pp. 101-102.

Treasure Boxes (Fall), pp. 108-109.

Migration of Birds, pp. 119-120.

Ocean, p. 151.

Work of the Frost, pp. 158-159.

The Wind, pp. 178-179.

(See also the topics under the Course of Study in Nature.)

2. Historical subjects:

Thanksgiving Day, p. 125.

The Story of the Pilgrims, pp. 168-170.

Our Flag, pp. 172-173.

New Plymouth, pp. 180-182.

(See also the Course of Study in History.)

3. Geographical subjects:

Description of the city or town in which pupil lives, p. 182.

(See also the Course of Study in Geography.)

4. Reproduction; prose selections:

Dandelion Down, by Lucy Larcom, pp. 99-101.

(Use of outline.)

Apollo, pp. 110-111.

The Stork, by Hans Christian Anderson, pp. 120-122.

Diana, pp. 127-128.

The Frost Giants, by Jane Andrews, pp. 140-143.

Neptune, pp. 149-150.

Mercury, pp. 175-177.

(See also the Course of Study in Literature.)

5. Study of a poem:

Building of the Canoe, by Longfellow, pp. 106-107.

October's Bright Blue Weather, by H. H. Jackson, pp. 114-117.

The Birds' Christmas, by Celia Thaxter, pp. 136-137.

The Coral Grove, by Percival, pp. 151.

The Sea, pp. 152, 153.

The Frost, by Hannah Gould, pp. 156, 157.

A Day in June, by J. R. Lowell, pp. 194-197.

Memory Gems, pp. 102-111, 128.

(See also the Course of Study in Literature.)

6. Picture study:

Feeding the Hens, by Millet.

The Escaped Cow, by Dupre, pp. 182.

(See also the Course of Study in Drawing.)

7. Personal experience:

A Visit to a City Town, pp. 139-140.

(Other experiences may be used also.)

8. Letter writing:

Social: to mother, p. 112; to a friend, p. 132; to a gentleman in Florida, pp. 146-147; letters of invitation, acceptance and declination, p. 164; imaginative—Pilgrim child writes to a friend in Amsterdam, p. 174.

(For business forms draw material from arithmetic, science, etc.)

GRAMMAR FORMS:—FORMAL.

1. Word study:

(Form and content of words.) Variety of expression, synonyms and antonyms, pp. 93-94; pp. 112, 113; exactness of statement, p. 133; words that express feeling, pp. 138-39, pp. 147-148.

Descriptive Words, pp. 162-163.

Exactness of statement, pp. 183-185.

Substitutes, pp. 185-187.

2. Comparison and rearrangement:

pp. 94-95; 104-105; resemblances and differences, pp. 143-144; comparison and exactness of statement, p. 171; resemblances and differences, pp. 188-191.

3. Sentences:

Classified—declarative and interrogative, pp. 97-99.

4. Contractions:

Isn't, aren't, wasn't, hasn't, haven't, hadn't, pp. 102-103; doesn't, don't, pp. 179; I'll, he'll it's, he's, there's, where's, p. 187.

5. Correct language forms:

Has and have, pp. 126-127; may and can, pp. 159-161.

(Also lie and lay; shall and will; get and have; sit and set.)

6. Punctuation:

Quotation marks, pp. 124-125; abbreviations, pp. 130-132; divided quotation and marking, pp. 164-167; summary, 167-168, 191, 193.

7. Paragraph:

pp. 129-142.

8. Parts of speech:

Nouns, common and proper, pp. 122-124; adjective, pp. 134, 135; nouns, singular and plural, pp. 144, 146; possessives, pp. 154-155; verbs, 173-174.

Text:

Woodley, Foundation Lessons in English, Book One, Part II, pp. 93-197.

References:

Carpenter, Baker and Scott. The Teaching of English.

Chubb. The Teaching of English.

Buehler. Modern English Grammar.

Huntington. Elementary English Composition.

Sarah C. Brooks. *Atlantic Educational Journal*, 1906, 1907, 1908; Literature and Language in the grades, Picture study, Dramatization, and Formal Work.

FIFTH GRADE

HISTORY

INTRODUCTION

"The pupil should never be allowed to forget that America is the child of European civilization, that it received a great heritage of laws and traditions, and that its own life is unintelligible save as it appears in its place in the history of the world."—*Bourne*.

I. Aim:

The aim of the work should be to make this heritage intelligible and to cultivate the interest the pupils already possess in such things. A great body of knowledge cannot be accumulated. The teacher should be content with impressions, with an increase in the familiarity which the children find in certain great names and famous incidents, with the acquisition of an outline or framework into which later knowledge may be fitted.

It is important that each topic leave upon the pupil's mind an impression of that which chiefly characterized the age which it summarizes.

II. *Method:*

The *teaching should be oral* in the fifth grade, with supplementary readings from text-books.

"Since young children suffer from a poverty of words and phrases in which to express themselves properly, the teacher must train them adequately to describe the incidents that form the subject of their work.

"Although the facts must be chiefly biographical; they do not derive their value from the light they throw on the career of the individual men, but from their illustrative effect.

"History is not made up of biographical tales, but most of the events within reach of the child's imagination have been the work of men who are commonly called heroes.

"History is always closely connected with geography, but nowhere has this relation been more wisely insisted upon than in the work of the elementary school."—*Bourne*.

Maps and sketches can be discussed in such a vivid and cause-revealing connection as to make the situations and the difficulties clear to the mind's eye. To do this the teacher must be able to draw a "quick" (two-minute) map as illustrative material. It will not be difficult to get the children to draw free hand maps, and to sketch readily. But chalk maps alone will not do; there must be an accurate wall map for verification and a globe—the larger the better—in the class room.

An outline of the lesson should be made by the class as a review of the work accomplished in a previous lesson, or as a summary at the close of the lesson. The children should keep a blank book (an ordinary composition book will serve the purpose), into which these outlines may be copied. This should be kept with neatness and care. These outlines will serve well for reviews and for reproduction, both oral and written.

Encourage the collection of pictures that may aid the imagination in picturing the different historical settings.

"Set free the constructive activities of the children and encourage them to reproduce as many of the objects of interest

in the story as they can find tools and materials to shape: the building of the miniature forts, log huts, palisaded enclosures, caves, breastworks, canoes, boats, ships, costumes of the explorers, scenes of Indian life, and other characteristic things."—*McMurry*.

The organization of the teacher's material (her plan) is to be the guide for the pupil in logical thinking. Problems must not be accidental; they must be definitely planned, and only the unity that comes from casting out the irrelevant details and retaining those that show development can aid the teacher in putting thought-provoking questions to the class.

III. Plan:

The teacher should make a topical plan and also a daily plan.

In the daily plan there should be provision made for materials for illustrative purposes, such as maps, pictures, specimens, etc.

The daily presentation may be planned as follows:

1. Introduction: Opening of a new subject, or a summary from outline of the last lesson; or a map drawn to locate the places in the geographical setting.
2. Outline of new material to be presented—
(Method should be largely development by questions with textbooks used afterward for verification.)
3. Summary and outline.
4. Seatwork or home work. This must be a definite assignment.

Ex.—a. Copy outline of today's lesson in the note-book.

b. Draw a map illustrating the lesson.

c. Locate the important places in the story.

d. Read pp. —. Find out as you read:

1.

2. Definite things.

3.

IV. Supplementary Reading:

Supplement the work in history by reading such historical fiction as will vivify and re-enforce the fact side, but do not make the mistake of teaching literature for history.

TYPE STORIES.

Spanish explorers:

Columbus.
Magellan.
Cortes.
Coronado.
De Soto.

French explorers:

Champlain.
La Salle.

English explorers and colonizers:

Drake.
Raleigh.

American explorers and heroes:

Lewis and Clark.
George Rogers Clark.

Heroes of other lands:

Joseph.
Alexander.
Cæsar.

British and French heroes:

William the Conqueror.
Richard the Lion Heart. (Crusades and Chivalry.)
Wallace and Bruce.
Elizabeth, Spanish Armada.
Joan of Arc.

Inventors:

Eli Whitney—The Cotton Gin.
Robert Fulton—The Steamboat.
George Stephenson—"Puffing Billy."
Samuel F. B. Morse—The Telegraph.
Cyrus W. Field—The Atlantic Cable.
Cyrus Hall McCormick—Grain Harvester.

Holidays:

Thanksgiving.
Christmas.
Lincoln's Birthday.
Washington's Birthday.
Maryland Day.
Flag Day.

PROGRAM BY MONTHS

September:

Joseph.

References:

Bible.

Stepping Stones, Book IV.

Baldwin. Old Stories of the East.

Price. Wandering Heroes.

October:

1. Alexander the Great.

2. Julius Caesar.

References:

Guerber. The Story of the Greeks.

Tappan. The Story of the Greek People.

Guerber. The Story of the English.

Harding. Stories of Greek Gods, Heroes and Men.

Alexander.

Guerber. Story of the Romans.

Any good history of Greece.

Harding. The City of the Seven Hills.

Any good history of Rome.

Caesar.

November:

1. William the Conqueror.

References:

Guerber. The Story of the English.

Warren. Stories from English History.

Tappan. England's Story.

Mowry. First Steps in the History of England.

Blaisdell. Stories from English History.

Dickens. A Child's History of England.

Any good history of England.

2. Thanksgiving:

Pilgrim Life in Plymouth.

References:

Alice M. Earle. Home Life in Colonial Days.

Atlantic Educational Journal. November, 1907.

Tudor Jenks. When America was New.

Montgomery. Beginner's History.

December:

1. Richard the Lion-Heart.

References:

- Guerber. The Story of the English.
Warren. Stories from English History.
Tappan. England's Story.
Mowry. First Steps in the History of England.
Harding. The Middle Ages.
Kirk and Green. With Spurs of Gold.
Any good history of England: As Andrews', Walker's, or Green's.

This story of Richard should be told as an introduction to the study of chivalry in the Middle Ages; Maitland's Heroes of Chivalry should be used for correlated work in literature. Harding's Story of the Middle Ages will be a great aid in explaining chivalry and knighthood; as will also Bulfinch's Age of Chivalry. Selected parts of Tennyson's Idylls of the King may be read to the class by the teacher. Howard Pyle's Men of Iron and Kirk and Greene's With Spurs of Gold, are interesting as whole books for pleasure reading in this connection.

2. Christmas—

Choose one of the following countries, and study in detail its Christmas customs:

Holland, Germany, France, England, Norway, or a Colonial Christmas in America. Germany is an interesting country for this grade.

References:

- Sketch Book. Washington Irving. (England.)
The Bookman, December, 1901. (Old English Carols with music.)
Richard Carvel. Winston Churchill. (Colonial.)
Hans Brinker. Mary Mapes Dodge. (Holland.)
Ladies' Home Journal, December, 1903, 1906. (Germany, France.)
Atlantic Educational Journal, December, 1907. (All the countries mentioned.)

January:

1. William Wallace and Robert Bruce.

References:

- Guerber. The Story of the English.
Warren. Stories from English History.
Mowry. First Steps in the History of England.

Tappan. *England's Story*.
Rolfe. *Tales from Scottish History*.
Any good history of England.

✓ 2. Joan of Arc.

References:

Pitman. *Stories of Old France*.
Mark Twain. *Joan of Arc*.
Edited by Andrew Lang. *Joan of Arc*.
Robinson. *History of Western Europe*.
Montgomery. *Leading facts in French History*.
Creasy. *Decisive Battles of the World*.

February:

✓ 1. Columbus.

References:

McMurry. *Pioneers of Land and Sea*.
Montgomery. *Beginner's American History*.
Any *United States History*.
(Read Joachim Miller's "Columbus" to class.)

2. Washington's Birthday.

Since this is a topic which is repeated from the first grade through the eighth, it would be well to avoid inane repetition of incidents; rather choose for discussion and study a period of Washington's life that will appeal especially to the fifth grade child; for example:

- a. Washington's life as a pioneer surveying for Lord Fairfax.
- b. His journey to Fort Duquesne.
- c. Stories of his bravery, skill, and enterprise in the French War and the Revolution.

References:

Harper's Magazine, December, 1899.
Scribner's Magazine, December, 1899.
Scudder. *George Washington*.
Atlantic Educational Journal, February, 1907.

March:

1. Magellan.

References:

- McMurry. *Pioneers of Land and Sea*.
Montgomery. *Beginner's History*.
Bourne. *Spain in America*.
Any good *United States history*.
2. Cortes—or Coronado.

References:

McMurry. *Pioneers of Land and Sea.* (Cortes.)
McMurry. *Pioneers of the Rocky Mts.* (Coronado.)
Any good United States history.
Bourne. *Spain in America.*

3. Maryland Day.
Life in the Colony.

References:

Gambrill. *Leading Events of Maryland History.*
Passano. *History of Maryland.*
Passano. *Maryland History Stories.*
William H. Browne. *History of Maryland.*
See Outline under Sixth Grade history course.

April:

La Salle or Champlain.

References:

McMurry. *Pioneers on Land and Sea.* (Champlain.)
McMurry. *Pioneers of the Mississippi Valley.* (La Salle.)
Barton. *Builders of a Nation.*
Baldwin. *Discovery of the Old Northwest.* (Champlain and La Salle.)
Parkman. *La Salle.*

May:

Queen Elizabeth—Spanish Armada.
Drake.
Raleigh.

References:

Green. *Short History of the English People.*
Creasy. *Decisive Battles of the World.*
Warren. *Stories from English History.*
McMurry. *Pioneers of Land and Sea.*
Montgomery. *Beginner's History.*
McMurry. *Pioneers of Rocky Mountains and the West.*

June:

1. George Rogers Clark, or Lewis and Clark.

References:

Baldwin. *Conquest of the Old Northwest.*
Montgomery. *Beginner's History.*
McMurry. *Pioneers of the Mississippi Valley.*
McMurry. *Pioneers of the Rocky Mountains and the West.*
Brooks. *First Across the Continent.*
Burton. *Builders of the Nation.*

2. Flag Day:

Reference:

Our Holidays Retold from St. Nicholas.

NOTE: The work of each inventor should be taught when it will help to illumine a topic in geography.

SUMMARY OF THE GEOGRAPHICAL SETTING NECESSARY FOR THE
STORIES:

1. Joseph—
Canaan, Asia, Egypt.
2. Alexander—
Southern Europe, Northern Africa, Western Asia.
3. Julius Cæsar—
Italy, Spain, France, Germany, England.
4. Columbus—
Italy, Southern Europe. Trade routes to the East—Venice and Genoa. Products of the East. Portuguese navigation; route around America to India. Columbus, voyages as far north as England. Map of the world as it would have seemed at that time; location of the West Indies, and the continents of North and South America. Routes of Columbus on the three voyages.
5. Magellan—
The related position of all the grand divisions. Special places—
a. Eastern Coast of South America; b. Strait of Magellan; c, Philippine Islands; d, Route through the East Indies to India; e, Route from the Indian Ocean to Africa; to starting point.
6. Cortez—
West Indies, Mexico.
- Coronado—
West Indies, Mexico, Arizona to Colorado (not then known as such.)
7. La Salle—
France, America, Newfoundland, St. Lawrence, Great Lakes, Mississippi River to mouth.
8. William the Conqueror—
France, Normandy, England and Denmark.
9. Richard I. The Crusades—
England in contact with the Holy Land, Routes of Crusades: Europe, Asia.

10. Wallace and Bruce—
England, Scotland.
 11. Joan of Arc—
France, England.
 12. George Rogers Clark—
Middle West: Kentucky, Ohio, Illinois, Indiana, Michigan, Western Pennsylvania.
 13. Lewis and Clark—
United States in 1803—English America.
French America.
Spanish America.
The location of the Louisiana Territory.
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GEOGRAPHY

FIFTH GRADE

I. The World as a Whole:

Locating places on the earth's surface. Latitude and longitude should be taught concretely and definitely, and when taught applied rationally to all further study. (See McMurry, *Method of the Recitation*, pp. 76-77.)

Zones and zone boundaries. Teach the main circles of latitude as boundaries of light zones, not heat zones, reserving the study of isotherms as heat boundaries, until sixth grade.

Use pictures, models, maps and globes.

II. North America:

Its main physiographic features; coastal configuration, lowlands, lakes and rivers; political divisions.

Approach the study of each continent through the relief map and sand table if possible; if not, use a board map that is related step by step to the relief map and that grows out of the study of the relief.

Teach the continents as the homes of the many people of other lands studied in lower grades.

Use pictures and other illustrative material to make the study as vivid as possible.

The following outline should be in the teacher's mind when presenting the study of any continent to a class but the order of topics is not arbitrary. Sometimes a continent can be approached better through the study of pictures, and the habits, food, shelter, clothes, climate, etc., developed from the illustrations, but at the close of the study the logical outline should be made as follows:

Outline for Study:

1. Position: in hemisphere; in zones; from continents; from oceans; between parallels; between meridians.
2. Form: relative; actual; as shown by map, with indentations and prolongations.
3. Size: *relative*, in relation to other continents and to ocean areas; *actual*, number of square miles.
4. Relief: primary highlands, position, extent, elevation.
5. Climate: winds over ocean or land, from warm to cold, or cold to warm latitudes; prevailing direction, whence it came.
Rainfall—where and why; where not and why.
6. Drainage—rivers, seas, lakes.
7. People.
8. Vegetable life.
9. Animal life.
10. Mineral resources.
11. Distribution of population as dependent upon possibilities of productive occupation.
12. Productive occupation as dependent upon resources, supply and demand, occupation, commercial advantages.
13. Development and location of centers of population.
14. Development of commercial and trade routes.

III. *South America.* (Studied as above.)

IV. *Europe.* (Studied as above.)

V. *Asia.* (Studied as above.)

SECOND HALF YEAR

I. *Africa.* (Studied as above.)

II. *Australia.* (Studied as above.)

III. *The United States..*

Its sections: New England, Middle Atlantic, Southern, Central, Western; largest cities of each section; data to be drawn from newspaper reports. Productive areas; study of one type industry from each section.

The following are suggestive and should be made the basis for choice:

1. *Mount Washington and the White Mountains.* (Use pictures.) This region as a summer resort. Journey to the top; view; the Presidential Range; the lakes and streams; neighboring resorts and points of interest.
3. *Niagara Falls.* Lie of the land between Lake Erie and Lake Ontario. Map and description of the falls. Pictures. The gorge, whirlpools and rapids. Recession of falls. Obstruction of commerce by the falls. Canals. Use of the water-power.
4. *Location and description of a coal mine.* Location and extent of coal fields in Pennsylvania, Maryland and West Virginia. Sinking the shaft, difficulties, expense. Dangers. Life of a miner. Cities as centers of shipment. See *Atlantic Educational Journal*, October, 1908. Coal Mining, by Miss Elizabeth Montell, edited by C. A. McMurry.
5. *Cotton plantation in the South.* Raising and picking cotton. Negro labor. The cotton gin. Baling. Shipment. Cotton belt. Cotton mills in the South. History.
6. *Sugar production in Louisiana.* Sugar cane and the cane fields. Sugar mill. Refining. Shipment.
7. *Hardwood forests of the Ohio Valley.* Labor of pioneers. Present forests of Ohio, Indiana, Kentucky, West Virginia, and Tennessee. Lumber business. Saw mills. Effects of the destruction of forests. See *Atlantic Educational Journal*, March, 1909. Lumbering, by Miss Mary Selby, edited by C. A. McMurry.
8. *Pineries and lumbering on the upper Mississippi.* Logging camps in winter. Uses of the snow. Skidding. Rafting. Saw mills and planing mills. Forest fires and great losses. Lumber ports.
9. *Stockraising in the corn-producing States.* Pasturing of cattle. Winter feeding. Shipments to the packing centers.
10. *Lake Superior:* Location, area, depth of the lake. Tributary rivers and the area drained. Scenery on the lake shores, cliffs, woods, islands, cities and harbors, Marquette, Duluth, etc. Commerce and shipping. Storms, fogs, and winter upon the lake. Dangers of navigation. Season of navigation. Falls of St. Mary's and the locks. Steamers and whalebacks.

11. *Pikes Peak and vicinity*: Manitou and the mineral springs. Trip to the summit by trail or railroad. Broad view from the summit. Clouds, rain, snow, and storms on the top. Places of interest in the vicinity.
12. *Gold mining in California*: Discovery. History. Placer-mining. Gold mine. Machinery. Stamp mills and smelters. Gold production in Colorado and other Western States. Uses of gold at the mint and in manufacturing.
13. *Fruit growing in California and Florida*: Orange groves, pine-apples, peaches. Shipment to northern and eastern markets. Winter resorts in these States.
14. *Columbia River and salmon fisheries*. The habits of the salmon. Catching. Canning. Mouth of the Columbia. Navigation. The falls, dales, and upper courses of the river.
15. *Forests of Washington and the Pacific Slope*: Lumbering among the big trees. Climatic conditions favorable to forests. Shipment.

The world in relation to these sections will be presented constantly in tracing transportation routes for commerce; and also in history topics.

IV. *Newspaper current events will include the whole world as the field of social interest.* .

Text:

Tarr and McMurry. Book II.
Frye.

Supplementary:

Carpenter. North America.

References:

Dodge. Advanced Geography.
Tarr and McMurry. Type Studies from United States Geography.
Tarr and McMurry. Larger Types.
Redway, Jacques W. The New Basis of Geography.
McMurry, Charles. Special method of Geography.
Carpenter. Geographical Reader.
Carpenter. Readers on Commerce and Industry.

FIFTH GRADE

NATURE STUDY

INTRODUCTION

A Local Study.—"Nature study is necessarily restricted in the materials it uses to those which any particular environment affords. Hence the details of nature study courses must differ widely. The objects of nature which are of especial interest in one community may be entirely lacking in another. In one community the outdoor interest may center in the forest, in another in the prairie, in another in the fields and the gardens, or in another in the seashore. But amid these widely different details as to the materials which nature study uses the same purpose runs and the same results are to be obtained. It is this great variety in the details that baffles many teachers who are more accustomed to follow directions than to formulate them. But it is one of the strong arguments of the advocates of nature study that it is a subject whose very nature requires its teachers to be initiators rather than imitators. And a teacher's growth in efficiency depends in part upon the compulsion to initiate in some directions rather than to imitate."—*Coulter and Patterson.*

Gardening:

"Actually to grow a plant is to come into intimate contact with a specific bit of nature.

"The working plan for school gardens must have relation to the economic and social conditions under which the school exists. The purpose may be analyzed as follows:

- (1) Ornamenting the grounds, comprising (a) cleaning and tidying them, (b) securing a lawn, (c) planting. This is always the first thing to be done. It stands for ideals of thrift, cleanliness, comfort, beauty, progressiveness.
- (2) Establishing a collection to supply material for nature-study and class work.
- (3) Making a garden for the purpose of (2) supplying materials (as in No. 2), (b) affording manual-training, object lessons and instruction in plant-growing, (c) teaching agriculture and horticulture.

"These categories are referable to two main ideas in school-gardening: (1) the improvement or adornment of the grounds; (2) the making of distinct gardens for purposes of direct instruction or school-gardening proper." — Bailey, *The Nature Study Idea*.

Improvement of School Grounds:

"The first category—the improvement of the premises—is of universal application. Every school-ground can be picked up, slicked up and made fit for children to see. There are three stages or epochs in the improvement of any ground: Cleaning up; grading and seeding; planting. To improve the school-grounds should be a matter of neighborhood pride. It is an expression of the people's interest in the things that are the people's.

"The first thing to do is to arouse the public conscience. Begin with the children. As soon as they are directed to see the conditions they will believe what they see. They are not prejudiced. They will talk about it; teacher, mother, father will hear. Get the children enthusiastic—it is easy to do—in removing stones and litter and rubbish, in filling in the holes, piling the wood, raking the grounds.

"The cleaning up once done, and the civic pride once aroused to a pitch of keeping it done, the next thing to do is to make a base or foundation upon which all the gardening or planting features are to stand; the land must be graded. In some cases the soil must be removed and new soil put in its place, for the soil about a schoolhouse is very likely to be poor sand or clay, or a mixture with building material and other; but in general this labor will not be necessary if only a lawn and ornamental planting are desired. In some instances a lawn is impractical, but a good and even earth surface should always be secured. The early spring is the season in which to do all this shaping and seeding of the land. The spring fever is on and enthusiasm is new born. If the school is in the country, the farmers can be interested to do the heavy work. If the subject has been

well discussed in the school for some weeks or months, it should not be difficult to organize the farmers into a "bee" to grade, till and seed the ground."—Bailey, *The Nature Study Idea*.

The Real School Garden:

"The next year plant. Let the matter be discussed in school. Ask the children to make plans. When the time is ready choose the simplest plan that seems to fulfill the requirements. Remember that during a large part of the year the school ground will be practically without care. The planting must be able to maintain itself; if necessary, cover the outbuildings with vines, and screen them with bushes or trees. Use chiefly hardy and well-known trees and shrubs and herbs. Aim to have the grounds interesting because it appeals to the onlooker as a picture as a whole and not as a collection of plants.

"The real school garden is a different idea from all this. The school garden is for the purpose of direct instruction. It is an outdoor laboratory. It is part of the school equipment, as books, blackboards, charts and apparatus are. The real school garden is not adapted to all schools; or, to speak more correctly, not all schools are yet adapted to the school garden any more than they are all adapted to an equipment in physics or chemistry. The making of a definite garden is an epoch in the life of each school; it marks the progress of the school in pedagogical ideals."—Bailey, *The Nature Study Idea*.

FIFTH GRADE.

Topics:

Plants:

Trees.

Flowers.

Products of neighborhood.

Animals:

Domestic animals.

Wild animals.

Birds.

Fish—pond life.

Soil: Agriculture.
Gardening.
Competitive flower-raising.
Physics.
Hygiene—see course of study in Physiology for the grade.
Physical Culture—see course of study in Physical Culture for the grade.

GENERAL.

Weather conditions for the changing seasons:

Temperature.
Kind of day.
Cloud forms.
Wind, direction and velocity.
Rainfall.

Record the temperature data in the form of a graph chart.

For cloud forms see United States Weather Bureau Chart or any physical geography.

Wind—class must know points of compass from the position of the sun, and for velocity the following table will be helpful:

Calm: No perceptible motion—0 miles.
Light: Just moving the leaves on trees—5 miles.
Moderate: Moving branches—20 miles.
Brisk: Swaying branches, blowing up dust—30 miles.
High: Swaying trees, blowing up twigs from ground—40 miles.

Gale: Breaking small branches—50 miles.

Hurricane or tornado: Destroying everything—90 miles.

Kind of day:

Make the records in the terms: clear, fair, cloudy.

Rainfall: Make a rain gauge and record the fall.

Summarize at the end of each month.

FALL TERM.

I. *Plant Life.*

Trees on the school grounds in the vicinity. Identify. Classify.

Make a map of neighborhood and locate the trees native there.

Mount leaves and bark. Sketch the trees for identification by shape. Notice fall coloration. Choose two trees to watch and study throughout the year.

Wild flowers in the neighborhood. Collect; mount, and record number and names on flower chart.

II. *Animal Life:*

Birds: Make a chart of birds seen in the neighborhood during the fall migration. Study the nests after the leaves have fallen. Choose one bird and study its life habits.

Insets: Grasshoppers. Kinds, food, movements; how they eat; how they make music; observe in a terrarium how much grass is eaten.

Animals: The horse: origin, domestication, traits, uses, care. Laws regarding cruelty to animals.

Pond-life or stream-life in the neighborhood: For observation and recording; the turtle; muskrat, ducks and geese, mosquitoes, tree and plant life about the pond. Keep an aquarium if possible.

Choose one of the animals in the pond and study its life history; for instance—the turtle: shell and structure; habits; food, how obtained; hibernation in fall and winter.

WINTER TERM.

I. *Plant Life:*

Trees in winter dress; recognize and classify evergreens in the neighborhood. Continue the study of the two class-trees noting the winter changes; winter buds; protection of buds by the trees. Care of the trees. See Hodge: *Nature Study and Life*, p. 373.

Window boxes: plants suitable—verbenas, sweet alyssum, geraniums, begonias; Boston fern, moneywort, wandering Jew, wild cucumber, ground ivy.

Gardening: prepare by planting seeds to see how they grow; discover the properties of the soil by sending a specimen to the Maryland Agricultural College in order to find out the necessary fertilizers and the plants which will grow most readily.

II. *Animal Life:*

Birds: Continue to collect nests that are left.

Make a chart of the winter birds of the neighborhood. Study the winter woodpecker—the hairy and downy.

Insects: Make a collection of larvae found under the bark of trees in the neighborhood, particularly the fruit trees, apple and pear for the codling moth and the peach tree for the borer; place these insects in a trarium and wait until spring comes to watch the results. Notice the work of the woodpecker upon these insects.

Pond-life or stream-life: in contrast with the fall study.

Animals: Preserves of wild animals in the United States. Collections of pictures.

Domesticated animals: The ox; grazing in the pastures. Habits; mouth, teeth, and habits of cud-cheewing; food, stomach and uses of each; as draft animals; other cud-chewing animals, sheep, deer, buffalo, goat.

III. *Physics:*

Water supply of the school; pump connections; difference in pressure at basement and third story; basement connections, air cushions, faucets; pumping station; gauge; standpipe; the laying of mains, connections; cut-offs; fire plugs; city sewer system; house drainage, sinks, traps; vents; catch basins; wells, the water plane; percolation of soil moisture; suction forces and lift pumps; the syphon; buoyancy of liquids.

SPRING TERM.

I. *Plant Life:*

Trees that were chosen in the fall for class study watched now for spring growth and coloring; records kept of changes; the evergreen in spring.

Make a health record of the trees in the neighborhood.

See Tree Planting on Rural School grounds—Farmers' Bulletin No. 134.

Competitive flower Raising: Balsam (Begin this early in March.) See Hodge, *Nature Study and Life*, pp. 91-101.

Gardening: Wherever practicable make use of the suggestions given by the Maryland Agricultural College in reply to your communication about soil in the neighborhood.

The Home Vegetable Garden, Farmers' Bulletin No. 255.

Lawns: Blue grass; observation of its condition at the beginning of spring; its habits of growth; the characteristics that make it a good lawn former; the care of lawns; selection of

grass seed; test of grass seed obtained in local markets. Dandelion as a lawn weed; habits of growth. Plantain, crab grass, and other lawn weeds which may be encountered in abundance.

II. Animal Life:

Birds: Brown thrasher, wren, cat bird. Make and put up boxes for wrens. Make chart of spring birds.

Mole as an enemy of the lawn.

Insects: Grubworm and May beetles.

Insects beneficial; insects injurious.

Pond life or stream life.

The common frog; eggs, hatching; tadpole. Food and growth, noise, mouth, legs and feet. Swift movement in the water.

Enemies of frogs; fishes, water birds, snakes. Have an aquarium for observation if possible.

References:

Bailey. The Nature Study Idea.

Cornell Nature Study Leaflets.

Coulter and Patterson. Practical Nature Study and Agriculture.

Hodge. Nature Study and Life.

Wilson. Nature Study Books I, II.

Dana. How to Know Wild Flowers.

Keeler. Our Native Trees.

Blanchan. Nature's Garden.

Comstock. Insect Life.

Dickerson. Moths and Butterflies.

Pinchot. Elementary Forestry.

Blanchan. Birds that Hunt and are Hunted.

Blanchan. Bird Neighbors.

Shaler. Domesticated Animals.

Ball. Star Land.

Shaler. First Book in Geology.

Smith. Easy Experiments in Physics.

Burroughs. Birds, Bees, and Sharp Eyes.

Publications of the Department of Agriculture, Washington, D. C.

Publications of the Maryland Agricultural College.

PHYSIOLOGY AND HYGIENE

FIFTH GRADE.

1. Air:
What pure air is; man's need for it; how to get fresh air; drafts; ventilation of the building you are in; the lungs and breathing.
2. Sleep:
Why and how we need sleep; some rules for sleeping; habits of sleeping.
3. Cleanliness:
Dirt and cleanliness; microbes and keeping clean.
4. Care of the body:
Hair, skin, nails, teeth, ear, eyes.
5. Eating:
What to eat; when to eat; how much to eat; how to eat.
6. First aid to the injured:
Firearms and air rifles; how to hold a gun correctly; how to carry the injured; sprains.
7. Punctured wounds:
From fishhooks, rusty nails, needles, splinters.
8. Cuts and bruises:
Cuts from open knives and scissors; bruises.
9. Burns:
How cared for.
10. Fires:
11. Accidents to the nose.
12. Poisons:
Treatment and antidotes.
13. Dog bites.
14. What the city does in case of accident.

References:

Frances Gulick Jewett. Good Health.
Charlott Vetter Gulick. Emergencies.

ARITHMETIC

FIFTH GRADE.

INTRODUCTION.

The following points, unless otherwise indicated, are quoted verbatim from *The Teaching of Mathematics*, by J. W. A. Young:

The Aim in Teaching Arithmetic:

As purposes of the teaching of arithmetic these may be mentioned:

1. To teach the child the mathematical type of thought.
2. To arouse his interest in the quantitative side of the world about him.
3. To give accuracy and facility in simple computations.
4. To impart a working knowledge of a few practical applications of arithmetic.
5. To prepare the way for further mathematics.

What is comprehended in the solution of any piece of mathematical work:

The execution of any piece of mathematical work consists of several parts, none of which may be neglected.

1. *Grasping the problem*—getting a clear idea of what is known and what is required.
2. *Planning the work*—deciding how to ascertain the desired information from the known facts. The first plan made may not be successful, but there should always be an intelligent plan.
3. *Execution of the plan*. This is carried so far that one is convinced either that the plan will not work (in which case he tries another), or until the result is attained.
4. *Testing the result*. Compare the result with the data of 1, and make certain that one has done what he set out to do.

Drill—Accuracy and rapidity.

Accuracy and a fair amount of speed in the performance

of simple arithmetical operations are demanded by practical needs, and sufficient drill to insure this is indispensable. That this drill should be chiefly on the simplest and easiest combinations and not carried on into more complex forms until the simplest are well mastered has already been pointed out.

It may be added, that *all* problems of arithmetic furnish incidental drill. A sixty ride ticket between Washington and Baltimore costs \$15.45; how much is this per ride? is just as much a drill problem as 15.45 divided by 60 equals. Problems of the former type involve the same drill, and an additional element of interest, especially if the facts used have been ascertained by the pupil or are known by him as real.

It is a mistake to think that drill problems must be uninteresting or abstract. A problem may be called primarily a drill problem so long as the arithmetical work to be done is apparent to the pupil without delay.

There are two ways of learning—by routine drill, by mechanical repetition, on the one hand, or by content and interesting associations on the other.

Practical applications:

In teaching practical applications of arithmetic the object is not so much to anticipate all possible applications that the pupil may have occasion to make, as to develop the *power to apply*, and to show how indispensable arithmetic is in everyday life.

It is better to teach the unchanging fundamental principles and operations and train to adaptability in applying them wherever needed, than to attempt to give a semi-professional training which may be out of date by the time the opportunity comes to be put into practice.

As to subject matter, the line may perhaps be drawn by including only such problems as average citizens might have occasion to use without following any particular trade or occupation. (This may include problems *about* many trades and occupations, but only such as would arise in the experience of those not following the trade or occupation in question.)

Simplification:

The progress of our age and the needs of the day permit marked omissions in the subject matter of arithmetic, even as it was taught during the last decades of the nineteenth century. Some of these omissions are:

1. G. C. D. or L. C. M. of large numbers otherwise than by factoring.

2. Fractions with large or unusual denominators.

3. Compound or complex fractions as a special topic may also well be omitted.

4. All measures not actually in use in the community at large.

5. Reductions of decimals to common fractions and decimals beyond thousandths should receive little emphasis.

6. Circulating decimals.

7. Square root and cube root except by factoring.

8. Profit and loss as a separate subject.

9. True discount. Bank discount has taken its place entirely.

10. Partial payments in the form of State rules and irregular endorsements.

11. Equation of payments.

13. Compound proportion. Simple proportion is important, but is best treated as an equality of two fractions.

15. Business problems which do not conform to the usage of the day.

16. Large numbers and exercises involving many numbers should also be excluded as a rule.

Large numbers when used should usually be from real life, newspapers, facts of political, commercial, and industrial relations, etc., where the use of the large numbers is necessitated by the facts of the case.

Definitions and rules:

Two extremes with respect to the treatment of rules have been advocated. The first makes the work of arithmetic largely the mechanical application of rules dogmatically stated. The

other attempts to banish rules entirely from the subject. The golden mean would seem to lie in leading the child first to understand the process by repeated thinking out of all its steps; second, to notice that in all the problems the procedure has been the same; then to describe the process so that it can be applied in other problems without thinking out the whole process anew. This succinct direction is a rule. In other words, rules are very valuable auxiliaries when they are reached by the child himself under guidance and assistance; when he recognizes a rule as a convenient way of stating for permanent preservation and use the processes which he has found and used in a tentative manner. With respect to the topic to which it relates, the rule is a summary, at the close of the work; for the future, it is a tool to be used whenever needed.

Varying forms of Solution:

Very few operations are so simple that they cannot be performed in different ways. Even the fundamental operations are no exceptions. The question then arises: To what extent is it advisable to teach only one form of solution, and to require adherence to this form?

It would seem that a simple form should be carefully taught at first; that will of course be used which, on the whole, is the most easily understood and applied. After it has been sufficiently mastered in theory and practice alternate forms may be introduced, if needed, and compared with the form first taught. After one mode of solving some type of problem has been sufficiently mastered, it is instructive and helpful to study other forms also, but it is questionable whether as a rule advantage is gained by teaching a second mode while the first is not comprehended. It is easier not to change horses in the midst of the stream.

Oral and Written Arithmetic:

The importance of oral arithmetic is generally recognized. The term is here used to cover all work of which none is written, whether it is actually rehearsed in words or simply

performed in the thoughts. In this sense the typical form of arithmetic is oral; writing is an aid that is used when the numbers involved become too large or the relations between them too complicated to be carried accurately in the mind. Written work is indispensable, but it is so only because of the weakness of the mind.

This gives a hint for the order of written and oral work. The oral work precedes; in it are cultivated especially the idea of number, intelligent grasp of the numerical relations and processes, clearness of thought and speech, the power to grasp a problem clearly and to make simple inferences. In it principles and methods are made clear by use of very small numbers; when these are understood the numbers are gradually made larger and the data more complex. When no longer easily carried in mind written work comes to the rescue, and of course has its own technique to be learned.

Written and oral work are complementary phases of the same subject, the same instruction. To separate them into two distinct subjects, with separate class periods, text-books and topics, is as unwise as it would be to have one class period regularly devoted to oral geography and another quite separately to written geography.

Written work:

"The fundamental question is the same: Shall written work be considered from the standpoint of the answer only, as a business man would be inclined to do, or from the standpoint of the logic of the school, the often non-practical school?

"We need to distinguish between two lines of work, equally important; the one relates to accuracy and speed in operation, the getting of an answer as a business man would, with no circumlocution and no superfluous symbols or operations; this is the mechanical part of the problem and there must be abundant exercise on this side. Then there is the equally important side of the reasoning, explaining why the mechanical work is performed as it is, why we multiply instead of divide, and how we know that the result is hours instead

of degrees, or cents instead of yards of cloth. Here the step form of analysis may be depended upon to show the pupil's line of reasoning. These two lines of written work are, therefore, legitimate. What, then, is illegitimate in written work, and what are the dangers to be guarded against in that which we do adopt? As to the first, it may be laid down as an axiomatic that a form that states or seems to state a falsehood is illegitimate. That is, $30^\circ - 15 = 2$ hours, is a false statement; it is not even excusable on the score of brevity, since $30 \times 1/15$ hr. $= 2$ hrs. is as brief, is true, and is as easily explained as any form. So $6 \times 15 = 90c.$ is a false statement and should not be tolerated, although $6 \times 15 = 90$, or $6 \times 15c. = 90c.$ is legitimate."—David Eugene Smith.

The algebraic side of arithmetic:

The use of letters to represent numbers is within reach of the child at an early age and can be understood easily and naturally.

The formal study of equations for their own sake, their transformations and solution, falls within the provisions of algebra. In arithmetic, and at the age at which a child usually studies arithmetic, any formal study of the more difficult phases of equations would be premature. In arithmetic the equation is always a tool, and the extent to which it can be profitably used is marked out by the problem of arithmetic itself. Its very simplest phases suffice to make it a remarkably useful tool in arithmetic.

The use of letters to represent numbers opens the door for the application to literal numbers of all the fundamental operations of arithmetic, as well as of the combinations of these operations, fractions, factoring, and the like. A certain degree of mechanical facility in the manipulation of literal expressions must be acquired by practice, and if the simpler forms and types only are taken up, the beginning of this practice may well be made in the eighth grade. Children enjoy this variety of calculation, but care must be taken to keep the problems simple.

Negative numbers may well be deferred to a later stage. They are not needed for the work in arithmetic, and their introduction may mark, in a sense, the transition from literal arithmetic to algebra; from the work of the grades to that of the secondary school.

There are two difficulties in the beginning of what is ordinarily called algebra—the first, the use of letters to represent numbers; the second, the generalization of the number concept from absolute to relative numbers, positive and negative. These two points are quite independent, and there is no reason why the difficulties should not be separated. The first and easier presents itself naturally in connection with arithmetic, and leads to literal arithmetic, the letters representing absolute numbers. When this idea has become quite familiar by use the extension of the number concept may be undertaken.

Estimates:

The making of rough estimates of what the result will be should be encouraged and practice in it given, as well as in the observation of whatever may be seen as to the character of the approximation, whether the correct result is larger or smaller, etc. Thus: 400×27 is certainly less than 15,000 (500×30) and more than 12,200 (488×25). Such rough, but not random, estimates serve as a first check, and would obviate some ridiculous blunders.

Checks:

The child feels a strong need of a check, and will have it. The only question is which—the book of answers, the dictum of teacher, or his own verification? Let him verify, even if he works only one-third as many problems. Each verification is a problem. When by repeated verifications he feels himself that he can dispense with verification, and still *guarantee* the correctness of his results, let him do so. The essential thing is that he get the result right and know that it is right. He will in addition have gained what is more valuable than skill in computation—well-grounded self-confidence. In actual life there are neither answer books nor kind teachers. The

work must be *right*; mistakes usually mean loss to those who make them.

Addition may be checked by adding up and down, subtraction by adding the difference to the subtrahend, multiplication by breaking the multiplier up into two factors and multiplying by each in turn, division by multiplying quotient and divisor, etc. The solution of every problem, however complex, is made up simply of a succession of these operations. Each one of these should be checked before going on. In many instances, especially where the numbers are small, repetition or careful scrutiny of the work of that step is sufficient check. A rough estimate is a useful first check. Particular types of problems sometimes have convenient checks of their own; for example, in problems involving equations, substituting the result found in the relations given in the problem; in square root, squaring the result, etc.

FIFTH GRADE.

FIRST HALF YEAR.

1. Integers:

Addition	}	Work for accuracy and rapidity.
Subtraction		
Multiplication		
Division.		

2. Fractions. (The special work of the year.)

a. Common fractions:

Addition and subtraction of fractions involve the following, which must be studied before the advanced fundamental processes can be understood:

Factors, multiples, tests for divisibility, greatest common divisor, and least common multiple.

Addition.

Subtraction.

Multiplication of a fraction by an integer.

Division of a fraction by an integer.

b. Decimal fractions:

Notation—not more than three orders. (Base on notation of integers.)

Addition.

Subtraction.

Multiplication by an integer.

Division by an integer.

3. Denominate number tables:

United States Money (known).

Time “

Capacity (Liquid) “

(Dry) “

Weight Avoirdupois “

12 in. equal 1 ft.

3 feet equal 1 yd.

Linear— $5\frac{1}{4}$ yds. } equals 1 rod.
 $16\frac{1}{2}$ ft. }

(Probably all known; if not, develop.

Surface— 144 sq. in. equals 1 sq. foot } known.
 9 sq. feet equal 1 sq. yd. }

$30\frac{1}{4}$ sq. yards equal 1 sq. rod. Develop.

Volume— 27 cu. ft. equals 1 cu. yd. (known, develop the rest.)

Reduction involving not more than two steps.

4. Geometric measurements:

Surface forms—Rectangle: oblong, square.

Quadrilaterals: parallelograms, rhombus, rhomboid, trapezoid.

Triangles: isosceles, right, equilateral.

Circles.

Area— Rectangles.

Triangles.

Parallelograms.

Volume— Rectangular solids.

Scale work— 1 inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch.

5. Bills and receipts.

6. Industrial Problems.

7. Games.

SECOND HALF YEAR.

1. Integers:

Continue to drill in the four processes for accuracy and rapidity.

2. Fractions. (The special work of the year.)

a. Common fractions:

Continue the work of the First Half Year.

Teach—

multiplication by a fraction.

division by a fraction.

Continue the work of the First Half Year.

b. Decimal fractions:

Teach—

notation to four places.

multiplication of a decimal by a decimal.

division of a decimal by a decimal.

3. Denominate number tables:

Continue to use the facts already known and develop those not known in the tables listed for First Half Year.

Circular measure—To be developed in connection with angles and circles. Make a protractor.

Reductions involving not more than two steps.

4. Geometric measurements:

Surface forms—Same as in First Half Year.

Area—Same as in First Half Year.

Teach Trapezoid.

Scale work—Same as in First Half Year.

5. Bills and receipts.

6. Industrial Problems.

7. Games.

8. Percentage. Simple aliquot parts of \$1.00 expressed in decimal and per cent. equivalents, viz: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$.

Text:

Smith. Intermediate Arithmetic.

Supplementary:

Milne. Elements of Arithmetic.

References:

David Eugene Smith. The Teaching of Arithmetic. Teachers' College Record for January, 1909.

J. W. A. Young. The Teaching of Mathematics.

Milne. Progressive Arithmetic, Book II.

David Eugene Smith. Intermediate Arithmetic.

Southworth and Stone. Arithmetic, Book II.

George Myers and Sarah C. Brooks. Grammar School Arithmetic.

Nichols. Book V, oral problems.

Young and Jackson. The Appleton Arithmetic, Intermediate.

SIXTH GRADE.

READING AND LITERATURE

Read Introduction to Fifth Grade Course in Reading and Literature.

Texts:

Supplementary:

Reader: Stepping Stones to Literature. A Fifth Reader
(selected parts not read in the fifth grade).

Longfellow. Hiawatha.

Maitland. Heroes of Chivalry. Story of the Grail, and Roland.
(Borrow from Fifth Grade.)

Hyde. Favorite Greek Myths. (Selected.) (Borrow from Fifth
Grade.)

Voluntary or Pleasure Reading:

Kipling. Jungle Book I.

Kipling. Jungle Book II.

Long. School of the Woods.

Thompson-Seton. Wild Animals I Have Known.

Thompson-Seton. Two Little Savages.

Harris. Uncle Remus.

Hall. Men of Old Greece.

Baldwin. The Wonder Book of Horses.

Stockton. Fanciful Tales.

Warren. Stories of the English.

Long—Ways of Wood Folk.

Wood Folk at School.

Secrets of the Wood.

Little Brother to the Bear.

Wilderness Ways.

Yonge—Book of Golden Deeds.

Arabian Nights Entertainment.

Hawthorne. Wonder Book.

Green and Kirk. With Spurs of Gold.

Bulwer Lytton. Harold, the Last of the Saxon Kings.

Scott. Lady of the Lake.

Poems for Memorizing

SIXTH GRADE

(Select one for each month.)

Hunt. Abou Ben Adhem.

Macaulay. Horatius at the Bridge.

Scott. Lochinvar.

Longfellow. King Robert of Sicily.

Tennyson. The Revenge.

Longfellow. My Lost Youth.

Scott. Christmas from Marmion.

Wordsworth. Daffodils.

Riley. Old Glory.

Tennyson. The Charge of the Light Brigade.

Longfellow. The Coming of the White Man (Hiawatha.)

Scott. Hunting Song.

Browning. Home Thoughts from Abroad.

Lanier. Song of the Chattahoochee.

Browning. How They Brought the Good News from Ghent to Aix.
Patriotic Songs.

Ballads. See Atlantic Educational Journal. 1908-09, Ballad
Poetry, by Annette B. Hopkins.

References:

Baker. Studies in the Teaching of English. (Teachers' College Record.)

Burt. Poems That Every Child Should Know.

Carpenter, Baker and Scott. The Teaching of English.

Chubb. The Teaching of English.

Colby. Literature and Life in School.

Cox. Literature in the Common Schools.

Huey. The Psychology and Pedagogy of Reading.

Laing. Reading and How to Teach It.

MacClintock. Literature in the Elementary School.

McMurry. Special Method in Reading for the Grades.

Stevens. Days and Deeds. (Anthology.)

Tappan. The Story Hour. (Selections from all grades.)

LANGUAGE AND GRAMMAR

SIXTH GRADE

Read the introduction to Fifth Grade Language and Grammar.

The following is a summary of the work for the Sixth Grade in Woodley's Foundation Lessons in English, Book Two, Part I, pp. 1-122.

LANGUAGE—INFORMAL

COMPOSITION

1. Nature study:

Autumn flowers, pp. 56.

Seeds, pp. 11.

A Walk in the Country, pp. 24.

The Snow Storm, pp. 56.

(See also the Course of Study in Nature Work.)

2. Prose selections:

The Fall of the American Indian, by Charles Sprague, pp. 13-14.

A story to be finished, pp. 34-36.

The Provincial Muster, by Hawthorne, pp. 62-64.

The National Flag, by Charles Sumner, pp. 78-79.

Labor, and the Achievement of Labor, pp. 93-96.

The Bobolink, by W. Irving, pp. 120-122.

(See also the Course of Study in Reading and Literature.)

3. Imaginative stories:

p. 111.

4. Poem study:

Gems, pp. 10-11.

Autumn Woods, by W. C. Bryant, pp. 21-24.

A December Storm, by Whittier, pp. 55-56.

The American Flag, by J. R. Drake, pp. 79-80.

Stand by the Flag, by J. N. Wilder, pp. 80-82.

The Village Blacksmith, by Longfellow, pp. 104-107.

(See also the Course of Study in Reading and Literature.)

5. Historical material:

The First Thanksgiving, pp. 37-40.

Spanish American War, pp. 65.

The Flag's Story, pp. 83.

(See also the Course of Study in History.)

6. Geography :

A Loaf of Bread, pp. 96-97.

(See also the Course of Study in Geography.)

7. Picture study :

A Return of the Reapers, by Minet, p. 12.

Saved, by Landseer, p. 68.

Alert, by Rosa Bonheur, pp. 117-120.

(See also the Course of Study in Drawing.)

8. Letter writing :

pp. 28-33; 58; business letters, pp. 77-78; 99-100; 107.

9. Paragraph and outline :

pp. 15-17; 59-60; 100.

GRAMMAR—FORMAL

1. Sentences :

Classified (model), declarative, interrogative, imperative, exclamatory, pp. 1-4; subject and predicate, pp. 17-20; enlargement of sentences, p. 25; variety of expression, pp. 85-86; combination of sentences, pp. 86-88; re-writing to show a comparison, p. 97.

2. Parts of speech :

Nouns, verbs, pp. 33-34; nouns classified, pp. 46-47; number, pp. 47-50; possessive form, pp. 50-51.

Verb, use in the sentence, pp. 60-61.

Adjective classified and compared, pp. 72-77.

Adverb, use in sentence, classified, pp. 88-93.

Pronoun, personal pronoun, pp. 101, 104.

Conjunctions, pp. 113-115.

Interjections, p. 116.

Recognizing parts of speech, pp. 116-117 (a summary).

3. Word and phrase study :

Variety of expression. antonyms, p. 7; comparison, p. 8; re-arrangement of words, p. 9; comparisons, pp. 20-21; exactness of statement, p. 36; descriptive words, p. 43-45; variety of expression, pp. 45-46; exactness of statement, pp. 66-67; personifying inanimate objects, pp. 69-71; exactness of statement, pp. 98-99; a poem, selection of words that function in the beauty and life of the language, pp. 108-111.

4. Comparison :

Of two boys, p. 53; of objects with objects, p. 71.

5. Punctuation :

Abbreviations, pp. 26-27; quotation, direct and indirect, p. 57.

6. Correct language forms :

Sit, sat, sitting, set; lay and lie, pp. 40-42; learn and teach, think and guess, pp. 83-85.

Text:

Woodley. Foundation Lessons in English, Book Two, Part I, p. 122.

References:

Carpenter, Baker and Scott. The Teaching of English.

Chubb. The Teaching of English.

Buehler. A Modern English Grammar.

Huntington. Elementary English Composition.

Sarah C. Brooks, *Atlantic Educational Journal*, 1906, 1907, 1908,
Literature and Language, in the Grades, Picture Study,
Dramatization and Formal Work.

HISTORY

SIXTH GRADE

See introduction to Fifth Grade.

The teacher must make a topical plan and also a daily plan.

In the daily plan there should be provision made for materials for illustrative purposes, such as maps, pictures, specimens, etc.

The daily presentation may be planned as follows :

1. Introduction: opening a new subject; or a summary from outline of the last lesson; or a map drawn by a pupil to locate the places in the geographical setting.
2. Outline of new material to be presented—
(Method should be "text-book development" in which the text-book is handled by the pupil for independent study, but in which also the teacher's very definite problem—questions play an important part.
3. Summary and outline—

4. Seat work or home work. This must be a definite assignment.

Ex.—

- a. Copy outline of today's lesson in the note-book.
- b. Draw a map illustrating the lesson.
- c. Locate the important places in the story.
- d. Read pp. —. Find out as you read:

- | | |
|---------|--------------------|
| 1. | } Definite things. |
| 2. | |
| 3. | |

The organization of the teacher's material (her plan) is to be the guide of the pupil in logical and casual thinking. Problems must not be accidental—they must be definitely planned; and only the unity that comes from casting out the irrelevant details and retaining those that show development can aid the teacher in putting thought-provoking questions to the class.

If you have no wall maps or globes in your own room borrow from some other room in the building. Chalk maps alone will not do. There must be an accurate wall map for verification. *This is most important!*

From the handling of books the children should acquire some knowledge and skill in using the table of contents, the index and notes.

The following topics should be viewed in dramatic setting as "Nation-duels for the control of the world chart as known—

- a. Persia versus Greece; aftermath in Alexander. Echoes of Troy versus Greece.
- b. Carthage versus Rome; aftermath in Julius and Augustus Cæsar.
- c. European versus Frank; aftermath in Charlemagne.
- d. French versus English; aftermath in Washington in America, and Napoleon in France.

Recall Spanish defeat in Armada. Show the relation of New World to the issue and the movement from the Mediterranean to the Atlantic; then transfer the struggle to America.

FIRST HALF YEAR

I. *Contact of Persia and Greece.*

References:

Guerber. Story of the Greeks.

Church. Tales from Herodotus. (Story of Darius.)

Andrews. Seven Boys Who Lived on the Road from Long Ago to Now. (Story of the Persian Boy.)

Hall. Men of Old Greece. (Greek Life in Athens and Sparta.)

Tappan. The Story of the Greek People (Text).

Morey. Outlines of Ancient History.

Myers. Ancient History.

(If you have only Guerber it gives enough interesting material to plan a splendid lesson.)

The following is a simple topical outline:

1. Typical Greek life, Guerber, chapters of Sparta and Athens.
 2. Typical Persian life (Darius), Andrew, Ten Boys;
Church Stories from Herodotus.
 3. Contact of Persia and Greece—Guerber, pp. 104, 140.
- II. *Rome and Carthage—Hannibal, Fabius, and Scipio.*

References:

Guerber. Story of the Romans, pp. 121-142.

Harding. The City of Seven Hills, pp. 125, 157.

The geographical setting is Southern Europe along the Mediterranean Sea, southwestern Asia, northern Africa.

The life of the times should be shown by pictures of Roman sports, games, buildings, ships of Rome and of other countries. Get the class into the atmosphere of that ancient world if possible. This can be done only with pictures, which should be full of interesting detail.

III. *Charlemagne and the Germans.*

References:

Harding. Story of the Middle Ages, pp. 81-95.

Robinson. History of Western Europe.

Dutton. Little Stories of Germany.

Story of Roland in *Heroes of Chivalry* should be read in connection with this topic. (Literature.)

IV. *French in America.*

References:

Baldwin. Discovery of the Old Northwest.

Baldwin. Conquest of the Old Northwest.

Montgomery. Leading Facts of American History. (Text.)

Hart. Essentials in American History.

Topics :

1. Review work of Fifth Grade—La Salle or Champlain.
2. Quebec and Montreal; Champlain and the Indians.
3. The Great Lakes and the Mississippi; La Salle, Joliet and Marquette.
4. Life in Canada; character of the colonists.

SECOND HALF YEAR

I. Colonization of Virginia.

(A long topic.)

References:

Guerber. Stories of the Thirteen Colonies. (Text.)

Hart. Essentials in American History.

Montgomery. Leading Facts of American History.

Coman and Kendall. A Short History of England.

Earle. Home Life in Colonial Days.

Cheyney. European Background of American History.

For European background use a good history of England to give the atmosphere of England at the time of Queen Elizabeth.

Each colony that is studied in classroom will make a contribution of knowledge about European affairs to all those that follow, for the colonization along the Atlantic Coast took place between 1607-1663 from the reign of James I to Charles II. Thus the study of Virginia will aid that of Maryland, regarding the details of court, trade, and business in England; and also the study of the Puritans in England, and in New England, will contribute something to the understanding of conditions attending their reception into the Maryland colony, when the time comes to study that part of Maryland colonization.

A fund of information to draw from as a basis for reasoning about the conditions in the colonies, is constantly being accumulated, and should be used by the teacher to help make her questions more comprehensive and thought-provoking.

Everyday life in the colonies: Occupations, amusements, trading, defenses, traveling: should be clearly pictured.

To build a southern plantation in contrast to a Puritan New

England home would provide material for the construction period, sewing, or home work.

II. *Colonization of New England.*

Plymouth; Massachusetts Bay; Connecticut.

References:

- Hart. Essentials in American History.
- Guerber. Story of the Thirteen Colonies. (Text.)
- Montgomery. Leading Facts in American History.
- Elson. History of the United States.
- Earle. Home Life in Colonial Days.
- Tappan. Letters from Colonial Children.
- Austen. Standish of Standish. (Fiction.)

III. *Colonization of Maryland.*

(See outline plan, pp. —.)

References:

- Browne. History of Maryland.
- Hall. Lords Baltimore and the Maryland Palatinate.
- Gambrill. Leading Events of Maryland History.
- Passano. History of Maryland.
- Passano. Maryland History Stories.
- Cheyney. European Background of American History.
- Gardiner. The Puritan Revolution.
- Tappan. England's Story.
- Mowry. First Steps in the History of England.
- Guerber. Story of the English.
- Warren. Stories from English History.

IV. *Colonization of New York.*

(A short topic.)

References:

- Hart. Essentials of American History, pp. 67-68; 78-80.
- Jenk. When America was New, pp. 85-92.
- Earle. Home Life in Colonial Days.
- Montgomery. Leading Facts of American History, pp. 67-76.
- Thompson. History of the United States, pp. 47-105; 115.
- Semple. American History and its Geographic Conditions, pp. 16-17, 22-23.
- Brigham. Geographic Influences, p. 12.
- Gordy. History of the United States, pp. 61-69.
- Guerber. Story of the Thirteen Colonies, pp. 102-105; 131-132. (Text.)
- Tappan. Letters from Colonial Children.

NOTE: The material on the Dutch in New York having been difficult to secure, all the books in the case at the office have been page-referenced and are here recorded.

V. *Colonization of Pennsylvania:*

References:

- Guerber. Stories of the Thirteen Colonies. (Text.)
- Montgomery. Leading Facts of American History. (Text.)
- Hart. Essentials in American History.
- Montgomery. Beginner's History. (Text.)
- Coman and Kendall. A Short History of England.
- Guerber. Story of the English.
- Earle. Home life in Colonial Days.
- Cheyney. The European Background of American History.

Bring out the attitude of England toward the Quaker sect; life in the colony of Pennsylvania; relation to other colonies.

NOTE: The other English colonies—Delaware, New Jersey, Carolina and Georgia—should be summarized briefly to complete the idea of English colonization.

VI. *The French in America (cont.); French and Indian struggle:*

1. The European wars between England and France as related to the New World.
2. The struggle for the Ohio Valley.
3. Last French and Indian war.

Summarize all the previous work on both English and French colonization.

References:

- Baldwin. Discovery of the Old Northwest.
- Baldwin. Conquest of the Old Northwest.
- Montgomery. Leading Facts of American History.
- Hart. Essentials in American History.
- Cheyney. European Background of American History.

Texts for the grade:

- Guerber: Stories of the Thirteen Colonies.
- Tappan: The Story of the Greeks.
- Borrow sets of texts from lower and upper grades.

MARYLAND COLONY. GRADE VI

Topical Outline (for the Teacher).

- I. Conditions in Europe at the time of the settlement of Maryland.
- II. Conditions in the New World.
- III. Life of George Calvert.
 - a. In England.
 - b. In the New World.
- IV. The settlement of Maryland.
- V. The development of Maryland.

Text Books:

Any good history of English as Walker's, Green's, or Andrews'.
Warren. Stories from English History.
Guerber. Stories of the English.
Mowry. First Steps in the History of England.
Browne. Maryland: the History of a Palatinate.
Cheyney. European Background of American History.
Hall. Lords Baltimore and the Maryland Palatinate.
Gambrill. Leading Events of Maryland History.
Passano. History of Maryland.

TOPIC I

Subject-matter:

Conditions in Europe in the 17th Century.

1. Monarch. King James.
2. Incidents of the reign that will help to interpret the life of the times:

Controversies { Religious
Political
Commercial.

3. Character of the King { vain
arrogant
weak
amiable
loved peace at all costs
ambitious
approved learning

Let the children draw these conclusions from incidents the teacher tells.

- | | | |
|-------------------|---|--------------------|
| | { | Sir Walter Raleigh |
| | | Sir Robert Cecil |
| | | George Calvert |
| 4. Men of England | | Cromwell |
| | | Guy Fawkes |
| | | Robert Carr |
| | | Francis Bacon |

(The lives of these men are not to be studied in detail. They should be mentioned only as prominent men of the day and as associates of George Calvert.)

5. Reason for England's interest in other countries:
 - a. Trade.
 - b. Spain's success in colonization in the New World.
 - c. Spain's usurpation of Holland.
 - d. Increase in woolen manufacture in England.
6. Topics of the day at the English court:
 - a. Spanish King and his power.
 - b. Spanish resources.
 - c. New World.
 - d. Religion.
 - e. England's trading companies { Stock Companies
Proprietary privileges.

Procedure:

The foregoing work can all be developed from assigned readings for which the pupils must be held responsible. Where text-books are not available the teacher, or a pupil who reads well, may read to the class. Of course, the assignment must be very definite. For example:

1. As you read see if you can tell from incidents in the story the kind of man King James must have been. You must argue for what you think about him.
 2. England was interested particularly in Spain, Holland, France, and the New World. As you read find out why this was so.
- Half the class may be given the first assignment, the other half the second.

When, at the close of the study period the teacher calls for the work, it will be through her sequence of questions that the subject matter will be organized according to the outline under "Subject-matter." If the discussions are lively and argumentative, the spirit of the seventeenth century will be felt and the life of the time pictured. Pictures of castles, London streets, Ireland, the continent, sea vessels, etc., will help to make impressions more vivid. Topic 6 makes a good summary and can be conducted in a way to make the work most attractive to the pupils.

References: To be read by class. (Substitute others if these are not in the school.)

Guerber, pp. 252 (As pupils finish reading one reference the book may be given up and another book read).

Warren, pp. 242. Any good History of England—pages to be selected by the teacher.

A further assignment which correlates with geography is the following: Draw a map of the World: show Old World; show New World; color the part of the New World that belonged to Spain, to France. Also draw a map of Europe: show the Catholic countries, show the Protestant countries.

As the teacher develops the lesson from the class, by means of thought-provoking questions, she can make an outline on the board, the class helping; then this outline may be copied by the pupils in note-books used for history lessons only. These outlines should serve as summaries and also as reviews as the lessons continue.

TOPIC II

Subject-matter: Conditions in the New World.

1. Spanish America.
2. French America.
3. English and Dutch America.

Procedure:

Assign the following readings with directions:

Gambrill, pp. 1-2.

Passano, pp. 11, 12 and 15.

Discuss the readings and organize by questions, using board maps as an aid. Then as an assignment have the maps and outline copied in the note-books.

TOPIC III

Subject-matter: Life of George Calvert.

1. George Calvert in England at this time.
 - a. Early life:
 - Born in Yorkshire (Locate).
 - Educated at Oxford (Picture of school).
 - Traveled on the Continent (Map showing University towns).
 - b. Later life:
 - Important position in England.
 - Interests in the New World: Trade; religion.

2. George Calvert. In the New World:
 - a. Newfoundland.
 - When bought and why?
 - Management.
 - Difficulties encountered {
 - Climate
 - Soil
 - The French
 - Disappointment and departure.
 - b. In Virginia:
 - Why in Virginia and not Plymouth?
 - Reception-unwelcome because of religion, charter troubles, business relations.
 - Result.
3. His return to England.
 - New charter from Charles I.
 - Death of George Calvert.

Procedure:

For assigned readings for class:

Gambrill, pp. 3-6.

Passano, pp. 15-18.

Teacher may fill in with details from Browne's Maryland, or Hall's Lords Baltimore, and the Palatinate. Much of this, however, may be developed. It will be noticed that by this time the class has been put into a mental attitude, both historically and geographically, to answer problems very intelligently.

Assignment for map work:

A map of England—Locate Yorkshire, Oxford, London.

A map of Europe showing George Calvert's travels on the Continent.

A map of the New World showing Newfoundland and other settlements of that time.

TOPIC IV

Subject-matter: The Settlement of Maryland.

1. Cecilius Calvert—To carry out his father's plan of making a settlement in the New World.
 - a. Conditions of the new charter. (Gambrill, pp. 6-8. Passano, p. 19.)
 - a. Rights and duties of the proprietor.
 - b. Rights and duties of the colonists.
 - Kind of man necessary to rule the colony wisely.
 - b. Preparation for the trip:
 - Difficulties {
 - Hostility of the old London Company.
 - Objections to the charter by Claiborne.

Getting ready at Gravesend	{	The Ark.
		The Dove, Nov., 1633
Men for the expedition	{	Men bound to service (probably Protestants) 300.
		Freeman (probably Catholics) 20; priests, 2.
		Members of the Calvert family.

Stop at the Isle of Wight.
Off for the voyage.

Procedure:

As has been indicated, where no problem development is possible, use text-books or the teacher's wealth of details to fill in the connecting links. The texts should be read just when the need for the information arises: For instance, when it is necessary to know the conditions of the charter granted to Cecilius Calvert, the books should be opened, the page found, the page or paragraph read silently by the class and the information then given.

If the previous situations have been vividly presented, then the problem of the difficulties of getting such a trip under way that confronted Cecilius Calvert should be eagerly discussed by the class. There can be map-work—England; locate Gravesend, Isle of Wight; also make the flag of England under which the expedition sailed. The flag of 1608 was the united flag of England and Scotland, the flag of St. George and St. Andrew combined. Lord Baltimore's own banner can be made and colored, though it was not known to have been used until the Battle of the Severn; it was adopted as the State flag of 1904.

2. The voyage (*Stories from Maryland History*: The Ark and the Dove—an interesting reading lesson.

Give a brief account of the reasons for stopping at the Barbadoes, so that the class may understand something of England's colonial territory at that time. England colonized Barbadoes in 1625, after it had been depopulated by the Spanish. The island had, therefore, been under English control for eight years. It was possible that the Ark and the Dove carried mail for the Barbadoes. The colonists stopped for three weeks, in that time repairing the vessels, securing negro slaves, and buying supplies, among which was seed-corn for the Maryland settlement.

The stop at Point Comfort—

Letters from Cecilius Calvert and the King were to be delivered with great respect by the hands of a messenger who was conformable to the Church of England, to Sir John Harvie, the Governor of the Virginias. Why was this done?

3. The landing on Blackiston's Island, March 25, 1634.
Why not a suitable place for a permanent settlement?
4. The visit to the Pascataway Indians.
The sale of the Yaocomaco Village.
The advantages of such an arrangement with native Indians.
5. The settlement on St. George's Creek, afterward known as St. Mary's Creek. The settlement was named Augusta Carolina (Gambrill, p. 17).
6. The favorable conditions of the settlement (Gambrill, p. 19).
 - a. Spring of the year.
 - b. Houses of the Indians (log) could be occupied temporarily by the settlers while deciding upon sites for building.
 - c. Aid of friendly Indians—
 1. Routes through the country.
 2. Protection.
 3. Education—corn planting, harvesting
clipping tobacco
hunting game
fishing
climate
 4. Land was already cleared and cultivated.
 - d. Condition of Plantation grants:
A man with five persons—2000 acres.
A man with less than five—100 acres for self; 100 acres for wife; 100 acres for each child under sixteen years; 100 acres for each servant; 100 acres for each laborer.
(Gambrill, p. 21.)
 - e. Physical features of country for tobacco industry:
Tide water.
Estuaries—wharves for each plantation.
7. Life in the colony :
 - a. Plantation—extent
sheds for drying tobacco
slave quarters
barns
rolling roads
chapel
house
(The occupations of the colonists should be developed and a plantation built on the sandtable, if possible.)
 - b. Food—wild turkey
venison
oysters
hominy
corn-pone

- c. Amusements—hunting
dancing
singing by slaves
- d. Travel—boats
horse
- e. Affairs of interest—Virginia news
 - Claiborne's trading post in the Chesapeake.
 - Relations with the Indians
 - English politics (Charles I, Cromwell, and Parliament).
 - Military arrangements in the settlement.
 - Currency for trading.
 - Need for an assembly to settle matters in a legal way.
- f. First Assembly—1635—
 - (Let the class discuss from its knowledge of conditions in the colony and decide that this assembly must be composed of the Governor and his council, Cornwaleys and Hawley, and also all the freemen of the colony.)
 - Matters taken up—Boundaries
 - Military protection
 - Claiborne trouble
 - Framing laws to be sent to Cecilius Calvert, the proprietor in England.
- g. Sending back these laws; also letters, and products, as well as the two Indian arrows required by the King.
 - An interesting account of the arrival and departure of the trading ships can be given. They came from November to January, and the captains were entertained at the different plantations. They brought new settlers, indentured servants, more slaves, letters from England, news of the world.
- h. Trouble in the colony.
 - Claiborne on Kent Island.
 - (Gambrill, pp. 27-30.)
 - (Passano, p. 25.)
 - (Passano's Stories, pp. 4-9.)
 - Virginia's hostility.
 - Troubles with the Indians—Susquehannoughs and Pocomokes.
 - Civil War in England. (Gambrill, pp. 34-47.)

Procedure:

The voyage can be treated as a recall of the knowledge gained from the celebration of a holiday like Maryland Day in a previous grade, or an outline map may be drawn and pupils may trace the route if they can.

The *Passano Stories* should be read; it contains a somewhat graphic account of the trip.

More map work can follow to indicate the stop at the Barbadoes, the route up the Atlantic to Old Point Comfort, another stop, and on to Blackiston Island.

From the landing on Blackiston Island to the end of this topic the method followed should be—developing-questions, with the use of a text-book which should be read either before the lesson or after the development in order to verify conclusions made; but this must be left to the judgment of the teacher and her own individual plan for dealing with the subject.

For the Life in the Colonies, reading periods may be occupied with readings from any good book that gives a graphic account of the times, such as Alice Morse Earle's *Home Life in the Colonies*. If the sand-table is used the children should consult these books. Another way to vary the procedure, if there are books enough, is to assign readings and let the pupils bring to the class accounts of the details of the life in the colonies that seemed most interesting to them individually.

In the Affairs of Interest it will be necessary for the teacher to tell about the conditions in England. Mowry, Guerber, or Warren, may have all the information necessary for this purpose, but Cheyney's *European Background of American History* should be handled by the teacher. The European background can be very simply drawn.

The Kent Island affair may be read before being discussed, but there is good problem work there, and the better plan would be to read the text last.

Text:

Gambrill, pp. 21-25; 99-111.

Passano's *Stories*, pp. 21-32; 72-89; 89-99.

References:

Tudor-Jenks—When America was New.

Chapter IV—Maryland and the Dutch.

Chapter V—New World Living.

Chapter IX—What the Colonists Knew and Thought.

Alice Norse Earle—Home Life in Colonial Days.

The chapters on Virginia plantation life will serve to show the life in Maryland colony also. The material is as follows: Light, Kitchen, Fireside, Serving Meals, Food of Forest and Sea, Indian Corn, Meat and Drink, Flax Culture, Wool Culture and Spinning, Girls' Occupation, Dress of the Colonists, Jack-knife Industries, Travel, Transportation and Taverns, Colonial Neighborliness, Sunday, Old-time Flower-gardens.

(A good book for desk use, since it deals with life in both northern and southern colonies.)

TOPIC V

Subject-matter: Development of the country and representative government.

1. Assemblies—

First Assembly in 1635.

Second Assembly in 1638. Why three years later than first? What was its organization? Freemen, Governor and Council. Importance.

Third Assembly in 1659. What was its organization? Why? Representatives from the hundreds making a House of Burgesses, Governor and Council. Explain Hundreds.

Gambrill, pp. 14-19; 19-21, penal laws; 21-23, prisons; pp. 63-68, judicial courts.

This topic makes an interesting study.

2. The Claiborne affair and its settlement.

3. The effect of the Civil War in England upon the colonies:

a. Colonies in general:

1. Increase or decrease in population according to the sentiments of the colonists regarding the questions in England.

2 Strife in colonies.

Councils called on to decide for or against King or Parliament.

3. Effect on commerce.

b. Upon Maryland in particular:

1. Increase in Catholic population.

2. Caused strife and dissension.

3. Return of Leonard Calvert to England for advice; Giles Brent left Governor "pro tem."

4. Invasion of Ingle.

5. Ingle and Claiborne.

6. Leonard Calvert's return from England.

7. Leonard Calvert's refuge in Virginia.
8. Return of Calvert and restoration of the colony under his government.
9. Death of Leonard Calvert—June 9, 1647.
Thomas Greene made Governor "pro tem" by Leonard Calvert on his death bed.
4. The appointing of a new Governor by the proprietor and the reorganization of the government: Factor in this—Civil War; the Protestants in power in England.
 1. William Stone appointed Governor.
Effect—he chose Protestants for his council, from those brought into Maryland from Virginia.
They made a settlement on Severn River.
5. Trouble with the Puritans resulting in the Battle of the Severn.
6. Reconcilement with Virginia.
7. Change in organization of government—Upper House.
Lower House.

Due to growth of colony; freemen; indentured slaves who became freemen.

8. Removal of the capital to Annapolis.

Life in Annapolis—See Richard Carvel: Chapter on Christmas at Carvel Hall (Read to class).

NOTE: Here the development of the Maryland colony may be closed because of the political difficulties which are entirely beyond the experience of the sixth year child. The French and Indian Wars might be studied; also the opening up of Western Maryland by the coming of the Germans, but the main point has been accomplished. The children have worked their way through the study by living in the conditions of the colony and solving Leonard Calvert's problems for him. To work such a plan out in detail, to give just enough to whet the appetite of the child and then make him think for himself, to have him live as a colonist of the times, interested particularly in the details of government that concern the colonists as a united body until finally a "two house" legislature is demanded because of the growth in population, area occupied, and interests represented, is a task for the skill of the teacher, and is worth while.

GEOGRAPHY

SIXTH GRADE

I. Mathematical Geography:

Motions of the earth on its axis around the sun. Inclination of the earth's axis to the plane of its orbit. Causes of the changing seasons and the changing length of the day and night. Long days in summer and long nights in winter above the Arctic Circle. The equinoxes. Latitude and longitude. Comparisons of parallels of latitude with isothermal lines. The zones.

II. The moon and its effects upon the tides:

Importance of the tides in harbors and navigation. Stars and constellations of the northern hemisphere. Apparent motion.

III. Conditions that determine climate:

1. Latitude;
2. Altitude;
3. Winds and ocean currents;
4. Proximity to large bodies of water;
5. Changes of season.

(These should be formulated in sixth, having been developed by observation of continents in fifth.)

IV. Our neighbors in North America:

1. Canada.
2. Mexico.
3. Central America.

See Outline for Studying a Continent, Fifth Grade.

V. United States:

1. Location, extent, outline, relief, drainage, climate.
See Outline for Studying a Continent, Fifth Grade.
2. Mississippi Valley. Extent; size of population; location of cities; importance in supplying food to the world; product areas; manufacturing; aid in moving freight; work of the river in the Mississippi Valley.
3. Rocky Mountain region and Western Highlands. Extent, direction; height; relation to climate and rainfall of North America; scenery; minerals; vegetation; animal life; irrigation; population.

Irrigation should be studied in detail and the big ditch at Denver worked out as a type—

Irrigation and the big ditch at Denver. The arid country east of the foot hills; the Platte River and location of the big ditch; construction of the ditch, tunnels, flumes, etc.; reservoirs for receiving spring floods; drawing off the water upon the land; effects; farm gardens.

4. Appalachian Mountains. Extent; direction; height; early difficulties in crossing the mountains; river valleys and water gaps; scenery; the Baltimore and Ohio Railroad; Pennsylvania; New York Central; the Great Valley of Virginia.

SECOND HALF YEAR

I. Sections:

1. Types of Trade Centers to be studied in connection with the various sections. (Make a choice of three.)
 - a. Boston
 - b. New York City
 - c. Baltimore
 - d. New Orleans
 - e. Chicago
 - f. San Francisco
 - g. Washington (as the city of government).

Use the following outline: 1, location; 2, surroundings; 3, productive areas, the city in relation to these areas; 4, raw material sent into; 5, manufactures from the raw material; 6, manufactured and raw material sent out; 7, transportation routes by water and rail; 8, main steamship lines; 9, main railroad lines; 10, historical associations.

2. Types of industries to be studied in connection with the various centers: (Make a choice of three.)
 - a. Manufacture of steel and iron
 - b. Shipbuilding
 - c. Newspaper plant
 - d. Railroad building; Hoosac tunnel
 - e. Pennsylvania System in the East
 - f. Central Pacific from New York to San Francisco
 - g. Development of the Southern States
 - h. Development of the Western States

The study of the division of the United States into sections should bring out the common interests of the States within each section.

Maps should be drawn of these sections: Outline maps showing the mountain ranges, river basins, and great cities; memory maps; and quick map sketching.

II. *Maryland: a detailed study—*

Physiography

Climate

Products

Occupations

Commerce

Cities

Baltimore county in relation to the whole State.

Baltimore as a manufacturing and commercial center.

Location

Harbor

Raw materials received into

Manufactures

Raw materials and manufactured articles sent out

Railroad lines

Steamship lines

Rank of Baltimore as a commercial city.

Text:

Tarr and McMurry. Maryland Supplement, by Twitchell.

Tarr and McMurry. Book III.

Frye. Grammar School Geography.

Carpenter. North America.

References:

Dodge. Advanced Geography.

McMurry. Types of United States Geography.

McMurry. Larger Types.

Adams. Commercial Geography.

Gannett, Garrison and Houston. Commercial Geography.

Coe. Our American Neighbors.

Redway. The New Basis of Geography.

McMurry. Special Method in Geography.

Carpenter. Geographical Readers.

Carpenter. Readers on Commerce and Industry.

NATURE STUDY

SIXTH GRADE

See Introduction to Fifth Grade course in Nature Study.

Topics:

Weather:

Plants:

Trees.

Flowers.

Products of neighborhood.

Animals:

Domesticated animals.

Wild animals.

Birds.

Fish—pond life.

Soil: Agriculture.

Gardening.

Competitive flower-raising.

Physics.

Hygiene. (See course of study in Physiology by grades.)

Physical Culture. (See course of study by grades.)

GENERAL.

Weather conditions:

Temperature.

Kind of day.

Cloud forms.

Wind: Direction and velocity.

Rainfall.

Shadow stick.

Record the temperature data in the form of a graph chart.

For cloud forms see United States Weather Bureau Chart or any physical geography.

Wind: For direction class must know points of compass from any position of the sun; for velocity see table in Fifth Grade course.

Rainfall: Make a rain gauge and record the fall. (Newspaper items of great rainfalls in the United States.) A cylindrical can with straight sides may be used for a rain gauge, but the smaller the size the less accurate will be the measurement. The standard pattern is exactly 8 inches in diameter inside.

Shadow Stick: Make a board having an upright in the center in this proportion: Diameter of the board five times the height of the upright in its center.

The shadow marks the change in the position of the sun above the horizon, and a record should be taken weekly at the same hour of the day. As the temperature record shows a downward slant, the shadow line should slant upwards.

Make a summary of the chart records at the end of each month and again at the end of the season.

FALL TERM

I. *Plant Life:*

Trees: Sycamore, poplars, purple beech, mountain ash, tulip, pines; nuts and fruits; leaf coloration; leaf fall.

Cherry, peach and apple trees. Study varieties, grafting, budding, pruning.

Flowers:

Gather seeds and save the next spring's planting. Make cuttings of any plant desired to be used in window-boxes for winter blooming, as weeds, pigweed, purslane, and ragweed.

Dig and house bulbs; especially gladiolus and tuberose.

Gardening or farming:

Cultivation of grains and grasses on the farm. Proper modes of cultivation; machines used.

II. *Animal Life:*

Birds: Pigeons—domestication, habits, feeding and care.

Continue the observation of those studied in the spring; report on summer observations especially as to wren and catbird; add two others.

Insects: Continue the study of the life of the bee; note its change for the fall; spiders, as to habits; homes and food; peach tree borer; flies, soldier beetles; house ants.

Pond life: the toad; life history; its food; uses in the garden.

Aquarium for fishes. Fish laws in the state.

Farm stock: Feeding and fattening; the silo as a means of food preservation and supply. The diseases of farm animals and their treatment. The veterinary surgeon.

WINTER TERM

I. *Physics:*

Systems of lighting in common use; construction and principles involved; incandescent light; arc light; kerosene lamp; gasoline lamp; gasoline carbureter, acetylene lamp. Study of petroleum; crude; production; refinement into commercial products. Coal gas; manufacture and combustion of coal gas; kinds of grades of coal, peat, lignite, bituminous, cannel, and anthracite. Sources of coal and petroleum. Chemistry of combustion; kindling temperature and burning point. Application of these facts to lighting studied above. Brief reference to the history of the production of fire and its influence upon civilization.

II. *Make any preparation necessary for the spring garden work.*

SPRING TERM

I. *Plant Life:*

Trees: National Park and Forest Preserves. Consider the causes of the treeless regions of Maryland and note their distribution; the natural groves of the State; their distribution.

Compare different tree growths, using poplar, willow catalpa and oak.

Fruit Trees: Complete the work on the cherry peach and apple begun in the fall; study the flower of the peach, cherry, and the plum, as representative of the rose family, and compare with the flowers of other members of the rose family in bloom at this time of the year; consider the formation of the fruit from the flower in these fruit trees; note the effects of weather on the flower and fruit crops, especially the effects of a severe frost.

Flowers: *Wild Flowers:* Make a chart of the surrounding woods. Plant wild flower seeds if they were collected in the fall.

Gardening: Wherever practicable.

(See Introduction to Fifth Grade.)

The Home Vegetable Garden. Farmers' Bulletin No. 255.

Competitive flower-raising: Petunia. Begin this in March. See Hodge, *Nature Study and Life*, pp. 91-101.

II. *Animal Life:*

Birds: Meadow lark, bobolink, purple martin, swifts; the value of the meadow lark and the bobolink in the fields; the value of the martins and the swifts as mosquito and fly destroyers; observing habits before drawing conclusions.

Insects: *House fly—its habits and relations to man; work out the life history of the mosquito in an aquarium; study the water beetles as an enemy of the mosquito; government means to get rid of mosquitoes.

Workers in the soil:

Ants, earthworms, mole, groundhog.

References:

Bailey. The Nature Study Idea.

Cornell Nature Study Leaflets.

Coulter and Patterson. Practical Nature Study and Agriculture.

Hodge. Nature Study and Life.

Wilson. Nature Study Books I, II.

Dana. How to Know Wild Flowers.

Keeler. Our Native Trees.

Blanchan. Nature's Garden.

Comstock. Insect Life.

Dickerson. Moths and Butterflies.

Pinchot. Elementary Forestry.

Blanchan. Birds that Hunt and are Hunted.

Blanchan. Bird Neighbors.

Shaler. Domesticated Animals.

Ball. Star Land.

Shaler. First Book in Geology.

Smith. Easy Experiments in Physics.

Burroughs. Birds, Bees, and Sharp Eyes.

Publications of the Department of Agriculture, Washington, D. C.

Publications of the Maryland Agricultural College.

PHYSIOLOGY AND HYGIENE

SIXTH GRADE

See Fifth Grade course of study for Care of the Body and Emergencies.

See course in Civics for the grade.

1. Food inspection.
2. Tobacco and National vigor.
3. Bone and muscle records:
 - Danger from the school desk.
 - Muscles contracting and stretching.
 - The muscle itself.
 - Bondage and freedom for the feet.
 - Stiff support for groups of muscles.
 - Assistance from joints.
 - Things that hinder strength and speed.

References:

- Frances Gulick Jewett. Town and City.
- Frances Guick Jewett. The Body at Work, pp. 1-66.
- Overton. Applied Physiology (Intermediate), pp. 155, 174.
- 4. The Heart when it is at work:
 - Standard of the heart beat; the pulse; exercise for the heart.
 - The discoveries of Galen, the Greek, and Harvey, the Englishman.
 - Circulation.
- 5. Respiration:
 - Breathlessness.
 - Where blood changes color.

References:

- Overton, pp. 60-91. Applied Physiology. (Intermediate.)
- Frances Gulick Jewett. The Body at Work. Pp. 67-116.

ARITHMETIC

SIXTH GRADE

FIRST HALF YEAR

Read the introduction to Fifth Grade

1. Integers:

Division	}	Work for accuracy and rapidity.
Multiplication		
Subtraction		
Addition		

2. Fractions:

a. Common fractions:

Addition.

Subtraction.

Multiplication.

Division.

Use terms constantly—factors, multiples, tests for divisibility.

Teach short form of factoring— 2^2 2^3 3^2 etc.

b. Decimal fractions:

Notation (to six orders).

Addition

Subtraction

Multiplication

Division

} Continue the drill.

3. Percentage. The special work of the year.

Fractional, decimal, and per cent equivalents.

Make no mention of the three cases, but class the questions involving a knowledge of per cent in profit and loss, commission, commercial discount and interest under the principle: 1. (Given the amount and a part in per cent to find the part or percentage.)

4. Denominate numbers:

Same as in Fifth Grade. Complete the development of the tables listed.

Lumbering—(In connection with house-building.)

Reductions involving not more than three steps.

5. Geometric measurements:

Surface forms—Same as in Fifth Grade.

Area—Same as in Fifth Grade.

Circle—Concrete development of the generalization:

"The area of a circle is equal to the area of a rectangle having a base equal to half the circumference of the circle and an altitude equal to the radius of the circle."

Volume—Same as in Fifth Grade.

Scale work—1 in., $\frac{1}{2}$ in., $\frac{1}{4}$ in., $\frac{1}{8}$ in.

Graphs—In thermometer readings, attendance and other statistical material.

6. X Solution of problems.

Equation (1) as a statement of number relation, and (2) as an expression of balance of values.

7. Industrial Problems—approximate results.

8. Games.

SECOND HALF YEAR

1. Integers—further drill.

Short form of expressing factoring, $2^2 3^3 5^2$ etc.

Squares of numbers between 1 and 25.

Square roots of exact squares to 25.

2. Fractions:

a. Common—further drill.

b. Decimal—further drill.

3. Percentage:

Further drill on the work of First Half Year.

Teach fractions of 1%, viz.:

$\frac{1}{2}\%$, $\frac{1}{4}\%$, $\frac{1}{3}\%$, $\frac{1}{5}\%$, $\frac{1}{6}\%$, $\frac{1}{8}\%$, etc., using fractional, decimal, and per cent. equivalents.

Class problems in profit and loss, commission, commercial discount, and interest under the three principles:

1. Given the amount and a part in per cent to find the part or percentage.

2. Given the whole, and part to find the per cent.

3. Given the part and part in per cent to find the whole.

4. Denominate measures:

Same as in First Half Year.

Carpeting,
Wood, } In connection with housebuilding and farming.
Papering, etc. }

5. Geometric measurements :
 Same as in First Half Year.
 Volume—cylinder.
 Scale work and graphs—Same as in First Half Year.
6. Ratio and proportion. (Very simple.)
7. X solution of problems.
8. Industrial Problems—approximate results.
9. Games.

Text-book:

Intermediate Arithmetic. D. E. Smith.

Supplementary:

Standard. Milne.

References:

David Eugene Smith. The teaching of Arithmetic. Teachers' College Record, Jan., 1909.

J. W. A. Young. Longsmans, Green. The Teaching of Mathematics, in the Elementary and Secondary School.

Milne, A. B. Co. Progressive Arithmetic; Bk. II.

Southworth and Stone. Scott, Foresman & Co.. Arithmetic Bk. II.

George Myers and Sarah C. Brooks. Scott, Foresman & Co. Grammar School Arithmetic.

Nichols, Bk. VI. Oral problems.

Young and Jackson. The Appleton Arithmetic. Intermediate.

SEVENTH GRADE

READING AND LITERATURE

Read Introduction to the Fifth Grade Course of Study in Reading and Literature.

Texts:

Longfellow. Evangeline.

Whittier. Snow Bound.

Voluntary or Pleasure Reading:

Dickens. Oliver Twist.

Pyle. Men of Iron.

Lamb. Tales from Shakespeare.

Cooper. The Spy.
 Catherwood. Story of Tonty.
 Lanier. A Boy's King Arthur.
 Lanier. A Boy's Froissart.
 Keary. Heroes of Asgard.
 Dickens. The Cricket on the Hearth.
 Hale. The Man Without a Country.
 Hawthorne. The Great Stone Face.
 Hughes. Tom Brown's School Days.
 Harris. Uncle Remus.
 Kipling. Jungle Books.
 Hawthorne. Grandfather's Chair.
 Butcher, Leaf Lang. The Odyssey.
 Lang, Leaf, Myer. The Iliad.
 Church. Stories from Herodotus.
 Abbot. Blue Jackets (A Sea Story).
 Alcott. Little Men and Women.
 Saintine. Picciola.

Poems for memorizing and class study:

Holmes. The Chambered Nautilus.
 Byron. The Destruction of Senacherib.
 Hunt. The Glove and the Lions.
 Hemans. The Voice of Spring.
 Kingsley. Sands O'Dee.
 Kipling. The Ballad of East and West.
 Rossetti. The Goblin Market.
 Scott. The Lay of the Last Minstrel. (Selections.)
 Browning. The Pied Piper.
 Tennyson. The Charge of the Light Brigade.
 Emerson. The Rhodora.
 Herrick. Corrina's Going a 'Maying.
 Scott. Jock O' Hazeldine.
 Ballads. See Atlantic Educational Journal, 1908-09, Ballad
 Poetry, by Annette B. Hopkins.

References:

Baker. Studies in the Teaching of English. (Teachers College Record.)
 Burt. Poems That Every Child Should Know.
 Carpenter, Baker and Scott. The Teaching of English.
 Colby. Literature and Life in School.
 Cox. Literature in the Common Schools.
 Chubb. The Teaching of English.
 Huey. The Psychology and Pedagogy of Reading.
 Laing. Reading and How to Teach It.
 McMurry. Special Method in Reading for the Grades.
 MacClintock. Literature in the Elementary School.
 Stevens. Days and Deeds. (Anthology.)
 Tappan. The Story Hour. (Selections for all grades.)

LANGUAGE AND GRAMMAR

SEVENTH GRADE

Read the introduction to Fifth Grade Language and Grammar.

The following is a summary of the work for the Seventh Grade in Woodley's Foundation Lessons in English, Book Two, Part II, pp. 123-265.

LANGUAGE—INFORMAL

1. Prose selections:

The Pilgrims, by Bancroft, pp. 157-158.

Patriotism, pp. 177-180.

The Light Brigade, by W. H. Russell, pp. 215-220.

The Forest, pp. 236-242.

(See also Course of Study in Reading and Literature.)

2. Poems:

The Rivulet, by Bryant, pp. 140-144.

The Landing of the Pilgrims, by Hemans, pp. 158-159.

Patriotism, pp. 177-180.

The Charge of the Light Brigade, pp. 217, 220.

Forest Hymn, by Bryant, pp. 239-242.

The Yellow Violet, by Bryant, pp. 257-260.

The Daffodils, by Wordsworth, pp. 258-260.

(See also Course of Study in Reading and Literature.)

3. Picture study:

The Landing of the Pilgrims, by Rothermel, p. 162.

Harmony in a picture, p. 208.

(See also the Course of Study in Drawing.)

4. Sense training:

Pp. 134-137; 152-154; 172-176; 225-228; 262-264.

5. Forms of composition:

Descriptions, pp. 127-132; 138-139; 195-199; harmony in, pp. 203-207.

Narration, pp. 171-172; to finish a story, pp. 180-182; harmony in, pp. 203-207.

Exposition and argument are not introduced in the text, but they are represented in daily work. "How we played a Game" is an example of exposition; the explanation of an arithmetic example, of Argument. Argument is a somewhat difficult subject and its pursuit is best reserved for future years.

6. Original composition :

An imaginary shipwreck, p. 150.

Account of the storming of Quebec, pp. 162-163.

An account of a fire from the standpoint of an eye witness, p. 220.

An account of things seen during part of the day to bring out the idea of number, pp. 228-229.

A fruit-grower's visit to an orchard, a poet's visit to the same orchard, p. 242.

Description of the woods in Springtime, p. 265.

(These could be classified under Forms of Composition as narration or description.)

7. Letter writing :

pp. 145; 154-155; 184, 255, 256.

GRAMMAR—FORMAL

1. Sentence and its parts :

Subject of the sentence, pp. 123-124 (modifiers).

Predicate of the sentence, pp. 125-126 (modifiers).

Analysis: A summary of previous study.

Classification of sentence, subject, predicate, modifiers of subject, modifiers of predicate, pp. 126-127; p. 149; sentences classified (structural), pp. 244-246.

2. Vocabulary acquisition :

Synonyms, antonyms, etc., pp. 132-134; 151; exactness of statement, pp. 155-157; correctness of expression; lots, couple, balance, remainder, and rest; number and quantity, pp. 176-177; exactness of statement, pp. 193-194; correctness of expression: want, wish; desire, and got; settle, pay; hung and hang; fix, repair and mended; informed and posted, pp. 199-201; mad and angry, elegant and excellent, each and either; healthful, healthy and wholesome; pp. 223-225; exactness of statement: afraid, timid; idle and lazy; sufficient and enough; alone, solitary and lonesome, pp. 243-244; correct use of adjectives and adverbs, for example, sweet, sweetly; real, really; bad, badly, etc., pp. 260-262.

3. Parts of speech :

a. Verbs, transitive and intransitive, pp. 145-146; the couple, pp. 147-148 (predicate nouns and predicate adjectives); tense, pp. 163-164; correct use of *shall* and *will*, pp. 155-158; person and number, pp. 169-170.

b. Pronouns; personal form, pp. 188-191; correct use of, pp. 192-193.

c. Phrases: adjective and adverbial, pp. 209-210.

d. Clauses, pp. 211-212.

e. Modifiers, pp. 212-215.

f. Conjunctions, pp. 247-249.

4. Analysis:
Pp. 249-250.
5. Paragraph:
The Topic Sentence, pp. 230-235.
6. Reviews:
Pp. 182-184; 221-223.

The following outline will serve as a guide to the order of sequence that should be followed when reviewing the work of the Sixth Grade and carrying it on to complete the Seventh Grade requirement:

GRAMMAR.

1. Sentence:
Defined; classified according to meaning—Declarative, imperative, interrogative, explanatory.
2. Sentence divided into its two major parts:
Complete subject; complete predicate.
3. Subject:
a. bare; b. modifiers of; this leads to recognition of noun and adjective as parts of speech; the adjective may be either one word or a group of words (phrase or clause).
4. Predicate:
a. bare; b. modifiers of; this leads to the recognition of verb and adverb as parts of speech; the adverb may be either one word or a group of words (phrase or clause).
5. Further study of noun:
Recognition of noun in any part of sentence; classification; number; gender; case forms.
6. Further study of verb:
Recognition of verb in any part of sentence; classified as transitive or intransitive; regular or irregular (correct language forms help here and the rational use of the forms for present time, past time, and future time). The study of conjugations (as such) should not be tangled in this grade; but should be reserved for the eighth grade.
7. Adjectives:
(Word, phrase, or clause) recognition in any part of the sentence.
8. Adverbs:
(Word, phrase, or clause) recognition.

9. Prepositions:
The immediate outgrowth from the study of phrases that are used either as adjectives or adverbs.
10. Connectives or conjunctions:
This should lead to the following—
11. Classification of sentences according to structure:
Simple, complex, compound.

Text:

Woodley. Foundation Lessons in English, Book Two, Part II, pp. 123-269.

References:

Carpenter, Baker and Scott. The Teaching of English.
 Chubb. The Teaching of English.
 Buehler. A Modern English Grammar.
 Mead. The English Language and Its Grammar.
 Huntington. Elementary English Composition.
 Sarah C. Brooks. *Atlantic Educational Journal*, 1906, 1907, 1908.
 Literature and Language in the Grades, Picture Study, Dramatization and Formal Work.

HISTORY

SEVENTH GRADE

FIRST HALF YEAR

UNITED STATES HISTORY

I. The Revolutionary Period.

1. Social life and government in the colonies.
2. England's attitude toward her colonial empire: West Indies, India, Africa, America.
3. Causes of the war.
4. The War.
 - a. Events in and near Boston.
 - b. Struggles for control of the Hudson Valley.
 - c. Campaigns in the South.
 - d. The close.

II. The Development of the Nation.

1. The confederation of States.
2. The Constitution.
3. The New Government—Period of National Growth, 1789-1817.
 - a. Rise of Federalists. Washington as President—His duties, cabinet, Congress, supreme court, difficulties. Finance. Troubles with France and England. War with Indians. First ten amendments to Constitution. Division of parties. Removal of capital. Government of District of Columbia.
 - b. Rise of Republicans. Jefferson as President. Twelfth amendment. Expansion. Efforts to secure commercial freedom. Second war with Great Britain; results.

Text:

Montgomery. Leading Facts of American History.

References:

Elson. History of the United States.

Hart. Essentials in American History.

Fiske. The American Revolution.

~~Thwaites. The Colonies.~~

Cheyney. European Background of American History.

Andrew. Colonial Self-government.

McLaughlin. The Confederation and the Constitution.

SECOND HALF YEAR

Complete the study of the American Revolution.

EUROPEAN HISTORY

I. French Revolution:

Louis XIII, XIV, XV, XVI.

1. Long and expensive wars in the reign of the three Louis—XIII, XIV, XV.
2. Abuses and extravagance of the Bourbon monarchy.

Louis XIII and Marie de Medici.
Louis XIV and Versailles.
Louis XV "After us the Deluge."
3. Injustice of the upper classes toward the Third Estate:

Taxes fell upon the peasants—nobles and clergy exempted.
Arbitrary imprisonment.
Absolute monarchy, the nation had no voice in the laws.
Oppressive treatment of peasants by nobles.

4. Reign of Louis ~~VI~~—1774-1789.
 - a. Critical character of the times.
 - b. Character of the king and queen; their amusements.
 - c. Financial distress; Turgot, Necker.
 - d. Character of the States General. National Assembly.
 - e. Some members of the Assembly: Lafayette, Robespierre, Mirabeau, Guillotin.
 - f. Organization of the National Guard, 1789.
 - g. The Fall of the Bastille.
5. The Revolution of 1789-1795.
 - a. Causes:
 - Wars of Louis XIII, XIV, XV.
 - Abuses of Bourbon monarchy.
 - Unjust taxation.
 - No representation.
 - Revolutionary Literature.
 - American Revolution.
 - b. The Constitution.
 - c. The attack on Versailles, 1789.
 - d. Ratification of the Constitution, 1790.
 - e. Flight of the King, 1791.
 - f. Attack on the Tuileries, 1792.
 - g. September massacres, 1792.
 - h. France a Republic, September, 1792.
 - i. Execution of the King, 1793.
6. The Reign of Terror—1793-1795.
 - a. Wars in the provinces. Assassination of Murat.
 - b. Execution of Robespierre, 1794.
 - c. The establishing of the Directory, 1795.
7. The French Empire.
 - a. Napoleon Bonaparte.
 - b. The great war with England.
 - c. How America was affected.
 - d. American shipping grievance about imprisonment of seamen.

II. *Comparison of the American with the French Revolution.*

Text:

Pitman. Stories of Old France.

References:

Robinson. History of Western Europe.
 Montgomery. History of France.
 Kirkland. History of France.
 Gras, Felix. The Reds of the Midi. (Fiction.)
 Burton. Lafayette.
 Johnston. Napoleon Bonaparte.
 Adams. The Growth of the French Nation.

GEOGRAPHY

SEVENTH GRADE

FIRST HALF YEAR

I. Mathematical Geography:

Continue to use the mathematical geography outlined in the Sixth Grade course. Teach Longitude and Time; Standard Time.

II. South America:

1. Present physiographically in detail; climate, plant, animal life, etc.

See Outline for the Study of a Continent in Fifth Grade course.

2. Commerce.
3. Governments.
4. Religions.
5. Social institutions.
6. Emphasize Argentina, Chili, and Brazil.
7. Show the Hispano-Latin origin of the South American institutions, contrast the Anglo-Teutonic origin of our own country.
Types: The Andes Mountains.
The Amazon River.
A Coffee Plantation.

III. Panama Canal: a detailed study.

Construction.
Cost.
Number of laborers.
Advantages.

IV. Europe:

See Outline for the Study of a Continent, Fifth Grade course.

1. Physiography—coastal configurations, etc.
2. The Central Alps. Source of Rivers. The Great Plains of Europe.
3. The lesser mountains and peninsulas of Europe and the division into separate nations.
4. The British Isles: Physical character and conditions of the British Isles. Effects of isolation.
5. England:
Voyages from New York to London.
The South Coast.
The Thames and London.
Liverpool and the trade with America.

6. Scotland:

Lakes, coast, mountains.
Glasgow and shipbuilding.
Edinburgh.

7. Ireland:

Lakes, coast and features.
Queenstown and Dublin.
Agriculture and manufactures.

Types:

- a. Coal fields of England and Scotland.
- b. Steel industry: Birmingham and Sheffield; compare with Pittsburg and Birmingham and Chicago; a blast furnace.
- c. Textile industries: Manchester; compare with the New England States cotton and woolen mills.
- d. The Manchester shipping canal.
- e. The docks at Liverpool; compare with New York.

8. France:

Paris—the center of style and art in France: location, people, buildings, museums, palaces, shops.
The French Republic
Other cities
Lines of communication with the United States.

9. Germany:

The Rhine River: beauties; navigability, fortified cities; commerce and cities; compare with the Hudson; iron manufactures on the lower Rhine.

10. Holland and the Lowlands:

Character of the Dutch country; the Dutch people; how they have managed “the earth, air and sea and made them pay toll.”

11. Switzerland:

Lakes, mountains, rivers of Switzerland; Swiss manufacturing and grazing; dairy products; government.

12. Norway:

Surface, products, people; Fiords of Norway.

13. Sweden:

Sweden and its government.

14. Russia:

Its people and climates;
Its wheatfields and oil regions.
St. Petersburg. Odessa.
The Volga and the Great Plain of Russia; compare with the Mississippi.

15. Spain, a peninsula of Southern Europe:
Its commercial cities.
The fortress of Gibraltar; its strategic position; owned by whom; the town.
16. Italy, a peninsula of Southern Europe:
Fine art and beggars.
Rome, Naples, and Mount Vesuvius; historical associations.
17. Greece, a peninsula of Southern Europe:
Athens, the modern city.
18. Turkey.
19. Traffic facilities of Europe:
Internal waterways, railways, tunnels, sea traffic, Suez Canal.

V. *Current events—newspapers.*

SECOND HALF YEAR

I. *Asia:*

See Outline for the Study of a Continent, Fifth Grade course.
European possessions in: England—India; Russia—Russian Asia;
Turkey in Asia; France—Indo-China; Holland—Dutch East Indies.
Chinese Empire.
Japan.

II. *Africa:*

European possessions in: England in Cape Colony; Germany in Southwest Africa; England and Turkey in Egypt; France in Tunis and Algeria and in Madagascar; European rivalry in central Africa.
Congo Free State.

III. *Southern Seas:*

Australia.
New Zealand.
Tasmania.

NOTE: In the study of these countries pay special attention to the government—tribe; monarchy, absolute and limited; the republic. Show the relation of the form of government to the intelligence and character of the people governed.

IV. *Current events—newspapers.*

Text:

Tarr and McMurry. Book IV.
Carpenter. Geographical Readers, Europe, Asia, Africa and Australia.

References:

- Dodge. Advanced Geography.
Adams. Commercial Geography.
Gannett. Garrison, Houston, Commercial geography.
Redway. The New Basis of Geography.
McMurry. Special Methods in Geography.
Carpenter. Readers on commerce and Industry. The World
and Its People. Series.
-

NATURE STUDY

SEVENTH GRADE

Topics:

Weather.

Plants:

Trees.

Flowers.

Products of neighborhood.

Animals:

Domesticated animals.

Wild animals.

Birds.

Pond life.

Insect life.

Soil: Agriculture.

Gardening.

Competitive flower-raising.

Physics.

Hygiene. (See course of study in Physiology.)

Physical Culture. (See course of study in Physical Culture.)

GENERAL.

Weather conditions:

(See Sixth Grade.)

Use Government helps: Weather maps, signals, forecasts.

Make home-made instruments, anemometer or wind measure. (See *Weather Bureau and Public Schools*, by John R. Weeks. Yearbook of the Department of Agriculture, 1907, p. 272.)

Keep all records in graph forms as in Fifth and Sixth Grades and have pupils make note-book records.

FALL TERM

I. *Plant Life:*

Plant breeding with special reference to the production of the best types of corn or other product of the neighborhood.

Fungi, including fungous diseases of grains and other plants.

State laws concerning fungous diseases of plants.

Propagation by means of budding: making of a peach tree.

Winter wheat.

II. *Animal Life:*

Birds: Phoebe, pewee, great crested flycatcher, as members of the flycatcher family; their habits and value to men.

Insects: Pests in the neighborhood: life history; enemies.

Animals: Woodchuck.

WINTER TERM

I. *Simple experiments in physics:* evaporation and condensation; effects of heat on different substances; different methods of heating bodies.

II. *Germination of seeds:* with experiments; testing seed corn; oats; seed testing, method of culture.

III. *Farm animals:* methods of feeding, housing, etc.

SPRING TERM

I. *Plant Life:*

Competitive Flower Raising: Carnation (See Hodge, *Nature Study and Life*, pp. 91-101.

Propagation by grafting; making an apple tree; apple culture in a region where apple raising is one of the chief industries; or any other fruit tree.

Legumes: red clover, alfalfa, other forage plants.

Potato culture with experiments; this should be emphasized where potatoes form one of the staple crops.

Grape vine culture; layers, runners, cuttings, seeds.

II. *Animal Life:*

Insects in connection with plants studied—such as codling moth, canker-worm, bumble bee, potato beetle.

NOTE: For further information on neighborhood environment apply to the Agricultural High School, Sparks, Maryland.

References:

- Bailey. The Nature Study Idea.
Cornell Nature Study Leaflets.
Coulter and Patterson. Practical Nature Study and Agriculture.
Hodge. Nature Study and Life.
Wilson. Nature Study Books I, II.
Dana. How to Know Wild Flowers.
Keeler. Our Native Trees.
Blanchan. Nature's Garden.
Comstock. Insect Life.
Dickerson. Moths and Butterflies.
Pinchot. Elementary Forestry.
Blanchan. Birds that Hunt and are Hunted.
Blanchan. Bird Neighbors.
Shaler. Domesticated Animals.
Ball. Star Land.
Shaler. First Book in Geology.
Smith. Easy Experiments in Physics.
Burroughs. Birds, Bees, and Sharp Eyes.
Publications of the Department of Agriculture, Washington, D. C.
Publications of the Maryland Agricultural College.

PHYSIOLOGY AND HYGIENE

SEVENTH GRADE

Review work of the Sixth Grade.

See course in Civics for the grade.

1. Digestion:

Experiments in eating; food.

From food to blood; the peristaltic action and the villi.

Gland laboratories for the aid of the appetite and general health.

Intemperance, poisons, tobacco, alcohol.

2. The skin:

Work, heat, and fuel.

3. The nervous system:

Motion and sensation.

Service from cerebrum.

Structure of the nerve machine.

Neurons at work; at rest.

Effect of drug and drink on brain and character.

References:

Overton. Applied Physiology (Intermediate).

Jewett. The Body at Work.

Jewett. Control of Body and Mind.

ARITHMETIC

SEVENTH GRADE

FIRST HALF YEAR

Read the introduction to Fifth Grade.

1. Notation and Numeration:

Reading and writing of all sorts of whole numbers, common fractions, and decimals to six places.

Roman notation.

Reading, writing, all sorts of denominate numbers.

Reading, writing and determining simple literal numbers.

Reading and expressing per cent as common and decimal fractions and vice versa.

Denoting factors with exponents.

2. Fundamental operations:

1. (1) of Integers; (2) Common Fractions; (3) Decimal Fractions.

Proofs and checks.

Connections of addition and subtraction, of addition and multiplications, of multiplication and division, and of division and subtraction.

Terminology for all these operations.

2. Compound denominate numbers.

3. Simple literal numbers.

3. Denominate numbers:

1. Same as in Sixth Grade.

2. Longitude and time.

3. Metric System.

4. Geometric measurements:

Surface forms: Rectangles.

Quadrilaterals.

Triangles.

Circles.

Polygons.

Area: Rectangular surfaces.

Triangular surfaces.

Polygon.

Circle.

Volume: Rectangular prisms.

Triangular prisms.

Cylinder.

Pyramid.

Cone.

Graphs for statistical data. Scale drawings of some complexity.
Line drawings to represent fundamental operations.

5. Percentage and its applications:

The connections of percentage with whole numbers and with
common and decimal fractions.

Applications: Profit and loss.

Commission.

Trade discount.

Interest: (The principal application of percentage.)

Necessary language.

Connection of percentage with interest for one year.

Interest by the common method.

Interest by the six per cent. method.

6. Solution of problems:

Analysis.

Approximating results.

Ratio.

Use of letters.

Graphs.

7. Ratio and Proportion:

Laws of ratio and proportion.

The fraction as a ratio; the proportion as an expression of the
equality of two ratios.

8. Bills and Accounts.

9. Industrial problems and commercial geography statistics.

10. Squares and cubes of numbers; exact roots by factoring.

SECOND HALF YEAR

Same as first, with the following additions:

1. Percentage and its applications:

Insurance.

Taxes.

2. Interest:

Six per cent method.

Promissory notes and discounting notes.

Bank discount.

3. Squares and cubes of numbers and exact roots by factor-
ing.

4. Bills and accounts.

5. Industrial problems and commercial geography.

Texts:

David E. Smith. Grammar School.

Hornbrook. Concrete geometry.

Supplementary:

Milne. Standard.

References:

Nichols. Book VI. (Oral work.)

Young and Jackson. Grammar School.

George Myers. Book III.

Southworth and Stone. Book III.

Milne. Book III. (Progressive.)

READING AND LITERATURE

EIGHTH GRADE

Read Introduction to Fifth Grade Course of Study in Reading and Literature.

Texts:

Scott. Ivanhoe.

Shakespeare. As You Like It.

Merchant of Venice.

Julius Cæsar.

Eliot. Silas Marner.

Voluntary or pleasure reading:

Kipling. Puck of Pook's Hill.

Scott. Ivanhoe.

Kenilworth.

Rob Roy.

Cooper. The Last of the Mohicans.

The Deerslayer.

Catherwood. Story of Tonty.

Lanier. A Boy's King Arthur.

A Boy's Froissart.

Clemens. Huckleberry Finn.

Tom Sawyer.

Henty. With Lee in Virginia.
 De Chaillu. Wild Life Under the Equator.
 Mallory. Le Morte d' Arthur.
 Dickens. David Copperfield.
 Stevens. Kidnapped.
 Treasure Island.
 Pyle. Men of Iron.
 Bunyan. Pilgrim's Progress.
 Porter. Scottish Chiefs.
 Frost. The Court of King Arthur.
 Dana. Two Years Before the Mast.
 Crockett. Red Cap Tales.
 Hale. The Man Without a Country.
 Hughes. Tom Brown at Rugby.
 Tom Brown at Oxford.
 Irving. The Legend of Sleepy Hollow.
 Poe. The Gold Bug.
 Moffet. Careers of Danger and Daring.
 Parkman. Oregon Trail.
 Ragozin. Salammbo. The Story of Carthage.
 London. The Call of the Wild.
 Lodge and Roosevelt. Hero Tales from American History.
 Harris. Stories of Georgia.
 Plutarch's Lives. (Edited by Ginn.)
 Baldwin. Story of Roland.
 Frost. The Wagner Story Book.
 Waterloo. The Story of Ab.
 Mabie. Norse Stories.
 Jackson. Ramona.

Poems for memorizing and class study:

Tennyson. Ulysses.
 Tennyson. The Lotus Eaters.
 Tennyson. Sir Galahad.
 Longfellow. The Skeleton in Armor.
 Arnold. The Forsaken Merman.
 Poe. The Raven.
 Eliot. The Choir Invisible.
 Scott. Marmion. (Selections.)
 Arnold. Sohrab and Rustum.
 Whitman. O Captain, My Captain.
 Wordsworth. To a Highland Girl.
 Coleridge. The Ancient Mariner.

References:

- Baker. Studies in the Teaching of English. (Teachers College Record.)
Burt. Poems That Every Child Should Know.
Carpenter, Baker and Scott. The Teaching of English.
Chubb. The Teaching of English.
Cox. Literature in the Common Schools.
Colby. Literature and Life in School.
Huey. The Psychology and Pedagogy of Reading.
Laing. Reading and How to Teach It.
MacClintock. Literature in the Elementary School.
McMurry. Special Method in Reading for the Grades.
Stevens. Days and Deeds. (Anthology.)
Tappan. The Story Hour. (Selections from all grades.)
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LANGUAGE AND GRAMMAR

EIGHTH GRADE

1. *Language—Informal.*

Composition; oral and written:

Kinds of composition: Narration, description, exposition, argument.

Read the introduction to the Fifth Grade Language and Grammar; also see course of study for Eighth Grade Literature.

2. *Grammar—Formal:*

Read the outline at the close of the Seventh Grade course.

Systematic study of grammar with text-book.

The main work of the year is to consist of the detailed study of the parts of speech, particularly the verb. The verb alone needs fully six months of study.

Simplify analysis and diagramming as much as possible.

Complements is made rather a difficult topic in Buehler's Grammar; both complements and attributes should be simplified.

Text:

Buehler, A Modern English Grammar.

References:

- Chubb. The Teaching of English.
Carpenter, Baker and Scott. The Teaching of English.
Huntington. Elementary English Composition.
Mead. The English Language and Its Grammar.
Hill. The Principles of Rhetoric.
-

HISTORY

EIGHTH GRADE

United States History.

1. Industrial development and growth of the West (to 1820).
 - a. Beginning of the Industrial Revolution in Europe and America.
 - b. Transportation; canals and steamboats.
 - c. Growth of manufactures and commerce.
 - d. Immense emigration to the West; land laws, conditions of life, politics, transportation problems.
 - e. Social conditions about 1820; free and slave labor.
 - f. Missouri Compromise.
2. Political affairs, 1820-1832.
 - a. Politics personal for a time; questions at issue.
 - b. Rapid growth of democratic sentiment and practice.
 - c. Andrew Jackson, what he represented and the significance of his election.
 - d. New parties and new party methods.
3. Foreign affairs.
 - a. Revolt of Latin America, the Holy Alliance; Russian aggressions in the Northwest; Monroe Doctrine.
 - b. Texas; the Mexican War; Mexican cessions.
 - c. Oregon.
 - d. Canada; insurrection of 1837.
4. Industrial and social progress; Western development (to 1850).
 - a. Immense development in production of raw material.
 - b. Labor-saving devices enormously multiplied; applications of steam.

- c. River and harbor improvements.
 - d. Steam railroads; trans-Atlantic steamers.
 - e. Foreign immigration.
 - f. Population of West trebled; reasons for growth.
 - g. Humanitarian reform; educational and social progress.
5. State vs. national sovereignty.
- a. Webster-Hayne debate.
 - b. South Carolina and nullification.
 - c. Theories of Webster and of Calhoun.
 - d. Attitude of Jackson.
6. The Slavery Question becomes dominant.
- a. Rise of Northern abolitionists and other early agitations of slavery question.
 - b. Powers of Federal government with reference to slavery.
 - c. Influence of westward extension; influence of discovery of gold in California.
 - d. Pending questions, 1848-50; Compromise of 1850 and its supposed "finality."
 - e. Violent opposition in North to fugitive slave law; effects of "Uncle Tom's Cabin."
 - f. Kansas-Nebraska bill and its results.
 - g. Dred Scott Decision; John Brown's Raid.
 - h. Republican party: anti-slavery, sectional, victorious in 1860.
7. Crisis of the Republic.
- a. Secession movements, first and second; reasons.
 - b. Civil War: military problem of each side; blockade, principal campaigns, great leaders.
 - c. Overthrow of Confederacy.
 - d. Abolition of Slavery: Acts of Congress, Emancipation Proclamation, state action, Thirteenth Amendment.
 - e. Reconstruction; Fourteenth and Fifteenth Amendments.
8. The new Union.
- a. Financial problems.
 - b. Progress of industries and transportation, growth of far West.
 - c. Political changes and reforms.
 - d. Foreign affairs: Alabama claims, Hawaii, Venezuela boundary, Spanish-American War, U. S. A. a world power.
 - e. Social and educational progress; humanitarian reform.

Text:

Montgomery. Leading Facts of United States History.

References:

- Hart's Essentials in American History.
- Elson. History of the United States.
- Fiske. Critical Period.
- Sparks. National Development.
- Sample. American History and its Geographic Conditions.
- Atlantic Educational Journal*. Bibliography of History for Schools.

European:

England:

- Reform Bill of 1832, social and political reform.
- The British Empire: Queen Victoria's Reign. Gladstone. King Edward VII's Reign to the present time.

France:

- Franco-Prussian War. Third Republic.

Germany:

- Unification of; William I, Bismarck, William II.

Italy:

- Unification of; Cavour, Garibaldi, Victor Emmanuel.

Africa:

- Livingstone and Stanley.
- European interests in Africa.

Asia:

- Japan, a world power.
- European interests in Asia.
- China
- Philippine Imperialism.

Text:

- Robinson. History of Western Europe.

References:

- Atlantic Educational Journal*, 1908-1909. Bibliography of History for Schools.

GEOGRAPHY

EIGHTH GRADE

I. *Principles of Geography:* As outlined by Dodge in his *Principles of Geography*.

- Shape and size of the earth.
- Motion of the earth.
- Continents and oceans.
- Rivers and valley systems.
- Plains, plateaus, and mountains.
- Underground water.
- Vulcanism.
- The atmosphere.
- Great wind systems of the world.
- Rainfall and its distribution, storms, waves and tides.
- Glaciers.
- Distribution of plants.
- Distribution of animals.
- Geographic influences in man's life.
- How man changes the geography of the world.
- Transportation.
- Communication.
- Density of population of the world.

II. *Comparative Geography of the World:*

1. Commercial conditions.
 - Influence of climate and topography on life.
 - Social conditions.
 - Manufacturing facilities.
 - Transportation facilities.
 - Financial conditions.
 2. Commercial products:
 - Soil and its cultivation.
 - Vegetable products.
 - Animal products.
 - Mineral products.
 3. Commercial countries:
 - Products.
 - Transportation.
 - Commerce.
 - Population.
- Use table of statistics.

III. Current events—newspapers.

Text:

Tarr and McMurry. Complete Geography.

References:

Dodge. Advanced geography.

Adams. Commercial geography.

Gannett. Garrison, Houston, Commercial Geography.

Redway. The New Basis of Geography.

McMurry. Special Method in Geography.

NATURE STUDY

EIGHTH GRADE

GENERAL

Weather conditions:

Continue the work of the Seventh Grade. Use Weather Bureau publications.

Use thermometer and barometer; pressure; dry and wet bulb readings; clouds as to amount and kind; precipitation, and recording of dew point and relative humidity. (Keep note book.)

Mechanics of liquids and gases experimentally studied when explaining the instruments.

FALL TERM

I. Plant Life:

Check up experiments on corn or other staple worked out by the seventh grade in the home and school gardens.

Harvest the potatoes grown by the seventh grade; measure, and determine the yield per acre.

Study the clovers, soy beans, cow peas, and alfalfa grown in the garden with special reference to their effects upon soil fertility.

II. Soil:

Elements of soil chemistry with experiments; elements used by plants in manufacturing food products.

III. *Animal Life:*

Birds: Quail and other local game birds; their protection; the game laws of Maryland.

IV. *Natural Resources:*

Preservation of Forests: Forest fires.

WINTER TERM.

Experiments in soil physics: porosity and capillarity; power to hold water; forms in which water exists in the soil; air in the soil, etc.

SPRING TERM.

I. *Plant Life:*

Competitive Flower Raising; Carnation. (See Hodge. *Nature Study and Life*, pp. 91-101.

Experiments: Relation of plants to soil, air, and water.

II. *Soil.*

Method of retaining the fertility of the soil.

III. *Animal Life:*

Birds: The bird of prey; owls, sparrow hawk, red-tailed hawk, and others; their value to the farmer; characteristics of these birds as a group. Study warblers.

IV. *Botany:*

The great plant groups; observation of the gross anatomy of types of algae, fungi, liverworts, mosses, fern, conifers, monocots and dicots.

NOTE: For further information on neighborhood environment apply to the Agricultural High School, Sparks, Maryland.

Text:

Agriculture for Beginners.

References:

Bailey. The Nature Study Idea.

Cornell Nature Study Leaflets.

Coulter and Patterson. Practical Nature Study and Agriculture.

Hodge. Nature Study and Life.

Wilson. Nature Study Book I, II.

Dana. How to Know the Wild Flowers.

Keeler. Our Native Trees.

Blanchan. Nature's Garden.

Comstock. Insect Life.

Dickerson. Moths and Butterflies.

Pinchot. Elementary Forestry.

Blanchan. Birds that Hunt and are Hunted.
 Blanchan. Bird Neighbors.
 Shaler. Domesticated Animals.
 Ball. Star Land.
 Shaler. First Book in Geology.
 Smith. Easy Experiments in Physics.
 Burroughs. Birds, Bees, and Sharp Eyes.
 Publications of the Department of Agriculture, Washington,
 D. C.
 Publications of the Maryland Agricultural College.

ARITHMETIC

EIGHTH GRADE

FIRST HALF YEAR

Read the introduction to Fifth Grade.

Continue the work of the Seventh Grade and continue the line of business applications and advanced measurements.

1. Percentage and Interest:

Applications:—insurance, taxes, trade discount, stocks and bonds, compound interest, savings deposits and partial payments.

Simple accounts—Bookkeeping.

2. Square and cube root:

Squares and cubes of numbers.

Tables of squares and cubes of the first 9 integers and the first 9 tens.

How to find the square roots of numbers (1) by factoring; and (2) by geometric illustration.

How to find the cube roots of numbers by factoring.

3. Uses of arithmetic applied to other school subjects and in common affairs:

In elementary science, air pressure, longitude and time, standard time, thermometer readings.

Transportation problems, movements of trains, force of engines.

In commercial subjects.

In constructive art—exercises in model making, calculating properties of the standard geometric forms.

4. Solution of problems:

Analysis.

Equation.

Literal equations.

Ratio and proportion.

Graphs.

5. Algebra:

Through *factoring*.

6. Geometry.

Texts:

D. E. Smith. Grammar School.

Hornbrook. Concrete Geometry.

Milne. Algebra.

Supplementary:

Milne. Standard.

References:

Nichols. Book VII. (Oral Work.)

Young and Jackson. Grammar School (Appleton).

Myers. Book III.

Southworth and Stone. Book III.

Milne. Book III. (Progressive.)

SPELLING

Grades: Fifth, Sixth, Seventh, Eighth.

INTRODUCTION

Material for spelling should be gathered from the daily lessons in reading, history, geography, arithmetic and construction, and from the speller for the grade. The lists from any speller should seldom be taken as printed in the book, but may be made the basis for the selection of words suitable to the child of the grade, some words being discarded altogether.

Each daily lesson may contain either visual or oral; or visual and written dictation; or written and oral; or all three. A suggestive plan for the Fifth Grade would be to have visual and oral three times a week and either of the other plans twice a week.

At the close of a visual spelling lesson the correct list of words should be written by the teacher from which the children should record in a blank book to be used specially for that purpose. This book will supplement the speller for the grade.

Let the spelling period be devoted to spelling, *not language*. This error on the part of the teacher has come from realizing the aid the content meaning of the word gives to the correct spelling of the word. Selecting words from lessons where the use and meaning of the word are known will obviate this difficulty.

Have a spelling contest once a month.

Tests: There should be composition tests; column tests; term examination paper tests, and the old-fashioned "spelling-bee."

Drill the pupil thoroughly in his own misspelled words.

The daily lesson period should not exceed fifteen minutes. The teacher will remember that the acquirement of spelling facility is in relation to the general progress of the class, and that much of the child's time both in and out of school is spent in reading and writing, which fixes his spelling habit. The progress in spelling, other things being equal, is dependent upon the personal efficiency of the teacher.

FIFTH GRADE

Visual. For presentation of new words and drill on difficult ones.

Dictated: { Oral.
 { Written.

Speller for the year made from the vocabulary of the subjects in course.

Use the text-book speller for the grade, selecting lists and words from lists from the viewpoint of the child and his life—not that of the grownup.

Drill the pupil thoroughly in his own misspelled words.

SIXTH GRADE

Visual.

Dictated: { Oral.
 { Written.

Make a speller from the vocabulary used in the daily studies.

Use the speller for the grade, selecting lists and words from lists from the viewpoint of the child and his life—not that of the grownup.

Drill the pupil thoroughly on his own misspelled words.

Use the dictionary in class for the correction of misspelled words.

See introduction to Fifth Grade.

SEVENTH GRADE

The composition test is the main one to be used in this grade. Make lists of misspelled words from all written work and drill the class thoroughly on these. Have a spelling contest once a month.

See introduction to Fifth Grade.

EIGHTH GRADE

See Seventh Grade

CIVICS

GRADES: FIFTH, SIXTH, SEVENTH, EIGHTH

INTRODUCTION

“Nothing is more important to the American boy or girl than correct impressions of the character, purpose and workings of the government in the midst of which they live.

Government in itself is an abstract conception; not much easier to grasp than a conception of space or number. Government is exceedingly complex, especially in a federation like ours,

where almost every child is subject to the jurisdiction of local, county, state and national authorities, to say nothing of the distribution of governing powers between lawmakers, executors of law, and the courts.

"Furthermore, so long as people are clothed, fed and protected in life and property, the greater part of them are willing to accept these blessings without troubling their minds as to just how they come by them. People accept government much as they do the weather—indifferent to sunshine and content to grumble if it storms. Inasmuch, however, as the intelligent public rightfully demands that children shall know something of the vague and mysterious thing which we call "government," and inasmuch as it deeply concerns every human being, some sort of teaching of government is essential.

"The successful method of teaching the subject, therefore, must be practical, specific, and illustrated by the everyday experience of those who are taught.

"The truth is that all children have some ideas about government, however uncertain, vague and one-sided. The child of a mayor will certainly have some positive beliefs as to the necessity of executive power in the city; the son of an alderman imbibes notions as to the necessity of a check upon the city executive; while the child of a policeman or of a teacher or of a water inspector will look upon the "city" as something to protect and defend. To utilize these odds and ends of contact with government, so that every child may make first-hand information available for others, and so that there may be something like consistent view of the whole machinery of government, means to put the teaching of civics upon a new footing." Albert Bushnell Hart, in the Introduction to *Lessons for Junior Citizens*, by Miss Hill.

The following course in civics is that recommended by the Committee of Eight on Elementary School History.

FIFTH GRADE

"A Run to the Fire"—Engine House—Fire Department—How the citizens can help the fire department.

Police Department. Order in the city. Fighting crime. How citizens can help the police. Street cleaning department. Rules and reasons for them. How young citizens can help the street-cleaning department.

References:

- Hill. Lessons for Junior Citizens.
- Richman and Wallach. Good Citizenship.
- Moffett. Careers of Danger and Daring.
- Dunn. The Community and the Citizen.

SIXTH GRADE

(See Introduction to Fifth Grade Civics.)

Department of Health—Health and the Schools. Fighting contagious diseases. Water supply.

Suffrage. Immigration. Naturalization. Elections. Town-meetings, caucuses. Juvenile courts.

References:

- Hill. Lessons for Junior Citizens.
- Richman and Wallach. Good Citizenship.
- Moffett. Careers of Danger and Daring.
- Dunn. The Community and the Citizen.

SEVENTH GRADE

(See Introduction to Fifth Grade Civics.)

State Charities—Asylums, almshouses. State schools. State penal institutions.

Park Boards. Parks (National and State).

Town Improvement Associations.

Government construction of roads, canals, harbors.

State Government. State Taxation.

References:

- Dole. The Young Citizen.
- Hill. Lessons for Junior Citizens.
- Dunn. The Community and the Citizen.

EIGHTH GRADE

(See Introduction to Fifth Grade Civics.)

The Peace Movement.

Schools: organization, officers

	{	city
		state
		county

Government schools.

Beautifying a city.

(Also topics in the text for the grade.)

Text:

Dole. The Young Citizen.

References:

Forman. Elementary Civics.

Forman. Advanced Civics.

Dunn. The Community and the Citizen.

PHYSICAL EDUCATION.

GRADES: FIFTH, SIXTH, SEVENTH, EIGHTH

1. *Value of physical education in the daily curriculum:*

There are three phases of life within each human being—the physical, mental, and moral,—and each must be developed to make the perfect man. And yet it is surprising that we devote such an infinitesimal part of the school time to physical training.

“Is it not time for us to realize that the proper physical development of the child has to do not with fifteen or twenty minutes of gymnastic drill given five times a week, but with all the physical activities of each of the daily twenty-four hours of the week?”—*Wm. A. Baldwin.*

To increase a child's usefulness in the community through health and power by stimulating love and respect for his own body, and arousing his moral nature through a sense of law and justice that comes with a game is no small thing to lose from daily living, and this he must lose when no period is provided for physical training.

2. *Essential characteristics of the years from 10-12 in a child's life process:*

"In general there is a lessened rate of physical growth, particularly for boys, but rapid structural development, there is an apparent lull in the demands upon the system; it is the period of greatest immunity from disease, the specific intensity of life culminating in this period,—at eleven to twelve in girls, and at twelve to thirteen in boys; the development of the special senses and their association is continuing; the co-ordination of muscular action and feeling seems to be the special import of this period in the nervous system; it is the time for the development of facility and skill; it is a period of great physical activity; now comes the height of interest in running games. The element of co-operation in plays and games is developing, although the individual still remains prominent."—*Johnson in Education by Plays and Games.*

3. *Play:*

"Man plays only when he is a human being in the fullest sense of the word, and he has reached full humanity only when he plays. This proposition will acquire great and deep significance when we shall learn to refer it to the doubly serious idea of duty and destiny."—*Schiller.*

4. *Habit Formation:*

"No child should be permitted to go through school, any more than through West Point, with a bad back. There is no excuse for it, unless the child is an actual cripple, and it is one of the greatest stigmas which can be laid upon us teachers that there are children leaving us who do not carry themselves properly, perhaps none greater than the way we carry ourselves."—*Dr. Luther Halsey Gulick.*

Work for correct posture, for correct breathing, and make sure that there is abundant fresh air to breathe.

"The teacher of every grade has a fine opportunity during the first month of school to give pupils a good start in the formation of correct school habits before they begin to form incorrect ones. It is not too soon the first day to insist that all sit up

in a proud, strong way; that all stand with straight knees, crown of the head high, neck touching the back of the collar, and to walk about with light, elastic step. These habits are not developed by much talking on the part of the teacher, but through her example, showing that she persistently keeps herself up to the standard which she has set for those under her care. Often a kind glance, a lifting of the head, a little greater effort at arching the chest forward, or some other significant gesture of the teacher, accomplishes more than any amount of talking."—*Alta Wiggins*.

GYMNASTICS

(Rochester Course of Study, pp. 117-121, as follows:)

I. The gymnastic lessons used in Grade V to VIII comprise the following kinds of exercise:

1. *Hygienic*, or *Body-building*, to strengthen the functional activities, and to promote health, strength, and vigor.
2. *Educational*, for training the neuro-muscular system in prompt and accurate response, precision and definiteness of movement.
3. *Corrective*, for overcoming tendency toward cramped and unhygienic postures so common among school children; or to remedy those postures when they have become habitual.

II. The same general order is followed throughout each lesson, which is intended to occupy from five to ten minutes. A game may be used after exercises, if there is time and it seems wise; or the whole period may be devoted to games occasionally, because of effort and a certain excellence attained in gymnastics. The class should have regular exercise at least once during the way.

III. Precede the day's lesson by deliberate deep breathing. (5 breaths.) Have air fresh in rooms. *Turn off* heat for exercise; turn it on again as soon as class is seated, for there is always reaction after exercise and one is likely to be cold.

IV. Work for correct standing and sitting positions constantly. See that children are properly seated:

1. Small children in small seats.
2. Large children in large seats.

3. All should be able to place feet squarely on floor when sitting back in seats.
4. Short-sighted and deaf children in front of room.
5. All seats in the *best light* should be occupied.

V. FUNDAMENTAL STANDING POSITION. Command: ATTENTION! or PO-SITION!

Heels together in the same line; feet equally turned out at right angle; knees straight, not stiff; hips straight beneath the trunk; chest arched forward; shoulders square; arms stretched downward; palms turned against the thighs, lightly touching them; fingers stretched, close together; head erect; chin not pushed forward; eyes to the front.

The command REST; in place, Rest! means that a position, free from strain is to be taken; "In place" means one heel must be kept in the same place that it was in before the rest. It is best to say "with right foot" or "with left," so that the habit of standing on one foot will not be cultivated.

VI. FORM OF RISING. (To be used *only* at the exercise period.)

1. Ready to rise:—Arms folded behind, feet squarely on floor. (Desks should be cleared of all books and papers before the above order is given.)
2. ONE!—Pupils move to side of seat, all in same direction.
3. TWO!—One foot is placed quietly in the aisle.
4. THREE!—Pupils stand in aisles. (If aisles are wide it may be necessary to command "One step to right or left, March!" in order to have pupils stand in the centre.)

VII. FORM OF SITTING. (Hand behind back.)

1. One side step to right or left, MARCH!
2. "ONE"!—Sit on side of seat.
3. "TWO"!—Move to centre of seat.

VIII. Following is the order of each day's lesson, beginning with the fifth grade:

1. INTRODUCTORY EXERCISES: (Order Exercises, Warm-up Exercises), e. g., running in place, stride, jump, etc., jump, etc.

Aim:—To bridge the way from mental to physical activity; never difficult, but requiring attention and quick thought on the part of the pupil; to quicken the circulation and to stimulate the desire for exercise, e. g. Facings, steppings, numbering, and arranging class in order for exercises, etc.

2. SPAN-BENDING EXERCISE:

Aim:—To increase respiratory power, and raise the position of internal organs, e. g. Backward bending of head and trunk with arms and feet in various positions.

3. HEAVE EXERCISE:

Aim:—To strengthen muscles of upper chest and back and to correct tendency to round back, e. g. Arm stretchings and flingings in different directions.

4. BALANCE EXERCISE:

Aim:—To lower blood pressure and make distribution more equal, e. g. Rising on toes, standing on one foot, etc.

5. BACK OR SHOULDER BLADE EXERCISE:

Aim:—To strengthen the muscles of the body, and thereby improve carriage as well as overcome any tendency to curvature of the spine, e. g. Trunk bending forward, arm rotations, flingings, etc.

6. ABDOMINAL EXERCISE:

Aim:—To strengthen the abdominal muscles and give them tone; to aid in processes of digestion, e. g. Trunk bending backward when standing or kneeling; leg raising without knee bent.

7. LATERAL TRUNK EXERCISE:

Aim:—To increase the flexibility of the body as well as to aid digestion, e. g. Bending the side, or twisting toward side; trunk circumduction.

8. JUMPING EXERCISES:

Aim:—General activity for the whole body. This exercise requires the greatest physical effort, and is the climax of the Day's Order, e. g. Running, Jumping, upward, sideways, forward, etc.; stride, jump, swing, jump, etc.

9. SLOW LEG EXERCISE:

Aim:—To diminish arterial pressure and ease respiration, e. g., knee bending, marching, heel raising, foot placing, etc.

10. RESPIRATORY EXERCISE:

Aim:—To establish normal breathing; remove venous congestion, e. g. Arm raising forward, sideways, upward. Arm flingings, etc.

NOTE: This order of exercises, having been followed out for many years in both this country and Europe, has been found to produce the very best results, especially in the physical training of children. One great point of merit is its well-calculated progression in each class of exercises, in each lesson as a whole, from week to week, and from year

to year. It forms an intelligent basis for all kinds of exercise, and is the result of careful study and scientific investigation with practical application of both.

GYMNASTIC LESSONS

1. Arrange the class well.
 - a. Lines graded according to height.
 - b. Proper spacing in front and on the sides of each child.
2. Give commands with clearness and precision, not loudness.
3. Demand quick and accurate response from the children.
4. Give the whole lesson in a brisk and joyous manner.
5. Open windows (not so that children will be exposed to draught), or otherwise ventilate and cool the room. Temperature should be 60 degrees during exercise, if possible.
6. Be accurate in your own demonstration of an exercise.
7. Correct faults by words of warning before the command is given, and occasionally by placing children in proper position.
8. Try to help children correct faulty habits of standing and sitting that you observe them to be forming.
 - a. Standing on one foot.
 - b. Allow Shoulders to droop.
 - c. Head carried forward, and chest flattened.
 - d. Abdomen protruding.
9. When feasible take the height of all children in class at the beginning and end of semester, to see whether or not children grow or straighten.
10. Try to interest children in their own development.

Plays and Games:

Outdoors:

Dare Base.
Hill Dill.
Three Deep.
Relay Race.
Potato Race.
Centre Base.
Hopping Base.
Obstacle Race.
Dodge Ball.
Quoits.
Shinny.

Indoors :

(See Johnson, Education by Plays and Games.)

Modify any of the outdoor games to suit your room-conditions.

Athletics:

Boys :

Dashes 15 to 100 yards.

Running broad jumps.

Running high jump.

Hurdle Race.

Relay Race.

Putting 8-pound shot.

Hop, step and jump.

Cross country running.

Girls :

Basket Ball Throw for distance.

Basket Ball Throw as Goal for Skill.

Dash 15 to 50 yards.

Jump Rope race.

Rolling hoop race.

Hop, step and jump.

Relay Race.

Cross country walking.

Serpentine Race.

Relay race.

Tag game.

Hopping bases.

Modify any of the other games to suit your room conditions.

Referee games wherever possible, and keep scores.

Rhythmic Exercises:

Marching.

Balancing exercises.

Stepping exercises.

Aesthetic gymnastics.

Folk dances.

Provide piano and good musician if possible; if not, sing while children take exercises if no other means of gilding is offered. Follow a plan similar to the following:

1. Marching.
2. Arm exercises.
3. Leg exercises.
4. Arm exercises.

5. Back exercises.
6. Trunk exercises.
7. Leg exercise.
8. Balance (with arm movements).
9. Breathing exercises.

Practice step and movements in classroom previous to their being done with music. Arrange original marching formations.

References:

1. King. The Psychology of Child Development.
2. Johnson. Education by Plays and Games.
2. Johnson. Education by Plays and Games.
can Sports Publishing Company, New York.
4. Secretary of the Baltimore Public Athletic League, Continental Building, Baltimore.
5. *Atlantic Educational Journal*, 1908-1909, Theory and Practice and Practice of Physical Training, by Alta Wiggins, Buffalo, N. Y.

MANUAL TRAINING

GRADES: FIFTH, SIXTH, SEVENTH, EIGHTH

"Whatever the man does, or whatever befalls him, opens another chamber in his soul—that is, he has got a new feeling, a new thought, a new organ. Do we not see how amazingly for this end man is fitted to the world?"—*Emerson*.

"Manual training as we conceive it is not an isolated subject demanding admission to an already overcrowded curriculum. It is the appropriate basis for all true education of the child. It recognizes the fact that to educate is to help a child to grow in a natural, harmonious way, from one stage of his development into the next. That to grow the child must be active and that the best growth will come only when the activity of the child results from his own inner needs. In other words, it is the recognition of the natural demand of the normal child that he be doing something. Manual training has always recognized this and the best manual training

has also appreciated the fact that the *something* should be interesting. Some kinds of manual training have gone a step farther and have said that it must have a personal interest; but very few have urged that the activity must grow out of the very life of the child; must come as an expression of the inner being of the child.

"The first and fundamental lesson of child life is that of subordination to his superiors, the adaptation to environment, both physical and social; the second is that of gaining thought from environment; the third is that of the expression of his own individuality in terms of physical activity, and the fourth is that of co-operation or the voluntary expression or repression of self for the public weal. The industrial work should, therefore, give opportunity for impression, expression and repression. It should give opportunity for both the initiative and creative sides of child nature."—*Industrial Social Education*, by William A. Baldwin.

It is not expected that any one grade will attempt all of the following work suggested for the grade. The course as laid out is to form a basis for selection. Each class should make the cardboard models with their applications to useful articles; then have the choice of one of the weaving subjects—either the community rug, chair caning, hammock making or basketry; and attempt some of the articles in the textile lists.

Gardening is a suggestive activity which we hope will grow in communities where provisions for it can be made.

MANUAL TRAINING AND DOMESTIC ART. FIFTH GRADE

Materials:

Cardboard, paper. Weaving materials—jute, roving, seine cord, cane. Textiles—linen, burlap, cotton, wool, silk, scrim.

I. Cardboard and Paper:

Portfolios, models (type) first made, then adapted to a form for use; for example, the hexagonal polyhedron might be made into an hexagonal box with cover which could be decorated with appropriate **design**; waste paper baskets; books for mounting pictures to be used for illustrative purposes in geography, history, art, etc.

II. Weaving:

1. Community rug—

Woven on individual looms made by the pupils of the grade, or on a large loom made by the upper grade boys in the manual training shop. The children should be made to understand clearly the terms—loom, warp, woof, heddle, shuttle, and batten.

2. Hammock: (Seine cord, 4 ply).

Tools: needle, pin and stick.

Steps in the process:

1. First mesh.
2. First ninety meshes.
3. Putting meshes on stick.
4. First fifteen rows of meshes.
5. Second fifteen rows.
6. Third fifteen rows.
7. Putting on ends and rings.
8. Re-enforcing sides and ending off.

3. Chair-caning.

Steps in the process:

1. Cut out old bottom and mark verticals and horizontals.
2. Lace first row of verticals.
3. Lace first row of horizontals.
4. Lace second row of verticals.
5. Weave second row of horizontals through verticals, keeping upper verticals to the right.
6. Weave diagonals from lower right corner over verticals under horizontals.
7. Weave diagonals from upper right corner.
8. Tie ends.
9. Put on binding.

4. Baskets.

Reed, and reed and raphia, with simple designs.

III. Textiles:

Construct a bag for holding work: hammock bag, rag, or school bag. Practice the outline stitch on such a bag for initials or line-cut border.

Cut free patterns and make doll clothes. Encourage individuality. Make a chart showing materials suitable for children's garments in different seasons or climates.

Cover the note-books and apply a design to the cover.

Make mats—fringed, hemstitched, stenciled, outlined—linen, bur-lap, gingham. In outlining let the design be a square broken with lines.

Cushion-tops—burlap, linen, or the coarse scrub cloths, stenciled, or designed in outline stitch.

Crash and scrim curtains—hemstitched, stenciled.

Make a design for a glove case and apply it.

IV. Gardening:

V. Free construction—as suggested in history course.

References:

Hammel—Cardboard construction.

Baldwin—Industrial Social Education.

White—How to Make Baskets.

Courses of Study in Art and Manual Training—Baltimore, Rochester, St. Louis.

NOTE: Use no ribbon in making constructive pieces like portfolios, bones, baskets, etc.

MANUAL TRAINING

SIXTH GRADE

See Fifth Grade course.

Course in Manual Training for Boys outlined by special Supervisor of Manual Training.

Course in Domestic Science and Art for Girls outlined by special Supervisor of Domestic Science.

SEVENTH GRADE

Courses in Manual Training and Domestic Science as outlined by the special supervisors.

EIGHTH GRADE

Courses in Manual Training and DOMESTIC Science as outlined by the special supervisors.

DRAWING.

GRADES: FIFTH, SIXTH, SEVENTH, EIGHTH.

Mediums: Pencil, ink, with brush, water colors.

Studies: Nature, objects, type-forms, pose, pictures.

Mechanics: Harmonious color combinations, tints, shades, intermediate hues, warm and cool colors, non-colors, broken colors and contrasted and dominant harmonies, line composition, lettering.

Free illustrative work: From history or literature. All the principles of art taught during the drawing period should apply to the illustrative work.

Selections for Study:

Great care should be exercised that objects selected for representation by the children are full of interest and not too difficult for their expression in a simple way. The medium used should be selected according to the subject; a tree, for instance, might have three treatments—pencil, ink with brush, and water color; an object, such as a cube—pencil; a pose—brush and pencil; etc.

Studies for Classroom.

Autumn:

Nature:

Fall flowers, geranium, aster, scarlet sage.

Fall fruits: apples, pears, grapes on branch.

Trees, autumn coloring.

Pose.

Designs from any of the nature objects that lend themselves to simple treatment in square spaces.

Lettering.

Objects.

Winter:

Pose for winter sports.

Object drawing—perspective of edges.

Design for vase forms.

Textile designs applied for Christmas gifts.

Lettering.

Spring:

Spring coloring.
Early blossoms.
Wild flowers.
Vegetables.
Vase forms and decorative designs.
Pose.
Textile designs applied.
Lettering.

PICTURE STUDY:

(Rochester course of study.)

FIFTH GRADE:—Make pupils familiar with the works of some of the best artists, such as Millet, Shreyer, Bonheur, Abbey.

SIXTH GRADE:—Proceed as in Fifth, or select a special group of painters on the same subject; for example, Animal Life, by Bonheur, Landseer, Dupre, Troyon, Lambert, etc., or study the work of one artist like Millet, Landseer, etc.

SEVENTH GRADE:—In picture study the elements of beauty should be sought; the rhythmic lines, relation of areas, harmony of mass composition, and as a whole the blending of these, giving a sense of ideal beauty. Make pupils familiar with the works of a few of the best artists, treating them individually or in groups; for example, Fontainebleau group: Corot, Dupre, Rousseau, Diaz and Daubigny, as landscape painters, etc. See *The World's Painters*, by Hoyt, pp. 150-152.

EIGHTH GRADE:—(See Seventh Grade.) Select some special group or subject and compare the interpretations on the same subject by different artists; for example, the Madonnas, portraits, animals, landscape painters, etc. The Madonna has been a favorite theme for artists and poets for many centuries. It can be treated as the type of mother-love that surrounds all childhood, and the different treatment of the subject may be classified and studied by schools, etc. The pupils of this grade should have a fair knowledge of our best American artists, Sargent, La Farge, Blashfield, Turner, and others of note.

Fifth Grade—Prang Art Book, IV.

Sixth Grade—Prang Art Book, V.

Seventh Grade—Prang Art Book, VI.

Eighth Grade—Prang Art Book, VII and VIII.

MUSIC

The aim is to cultivate the love and appreciation of music, to develop ability to listen intelligently, to educate the musical sense which exists in every child. The general plan is to give the children a rich song experience, out of which is developed later the understanding of the elements of music.

Well-rounded, careful music study modulates the voice, trains the ear and eye and uplifts the soul.

Song-singing is a special feature. All songs should be sung in a bright, animated, artistic manner. Song interpretation should receive a great deal of attention. A careful selection of songs material and outlines for each grade will be prepared every month in addition to the suggestions given below.

Material:

Rote songs. Supplied each month. Selections will be made upon the basis of seasonal and childish interests from the following sources:

1. Autumn.

Bentley. Song Book, pp. 66, 17, 24.

Bentley. The Song Primer, pp. 46, 40, 24, 34, 38, 42, 17, 33.

Riley and Gaynor. Songs of the Child World, pp. 10, 64, 66, 60, 65, 67, 102, 100.

Smith. Modern Music Series, pp. 14, 73, 18, 36, 86, 99, 107, 101.

Smith. Music Course Book I, pp. 6, 8, 9, 12, 17, 27, 50, 7.

Poulson. Finger Plays, pp. 40, 12, 26, 42, 46.

2. Winter.

Bentley. The Song Primer, pp. 25, 19, 15, 33, 28, 29, 23, 43, 54, 49, 50.

Poulson. Finger Plays, pp. 78, 14.

Riley and Gaynor. Songs of the Childworld, pp. 35, 68, 69, 70, 26, 28, 29, 93, 30, 34.

Smith. Modern Music Series, pp. 65, 104, 55.

Smith. Music Course, Book I, pp. 10, 15.

3. Spring.

Bentley. Song Primer, pp. 18, 19, 22, 26, 31, 35, 39, 40.

Poulson. Finger Plays, pp. 17, 21, 33, 61, 73, 62.

Riley and Gaynor. Songs of Child World, pp. 10, 73, 74, 79; 80, 85, 76, 104, 55, 97, 86.

Smith. Modern Music Series, pp. 82, 21.

Smith. Primer, pp. 10, 11, 19.

Smith. Music Course, Book I, pp. 8, 41, 6, 22, 25, 35, 41.

Voice Training.

Avoid loud, harsh, coarse tones; strained throat muscles, low pitch. Aim to secure soft, sweet, musical tones. Keep them round, full, floating, buoyant. Light, soft singing, clear articulation, plenty of tone. Surround monotones with good singers and encourage them to listen to voices near. Individual singing. Endeavor to teach each child to sing single tones and simple phrases accurately as to pitch, conduct in form of play or games.

Ear Training.

Imitation. Simple tests. Recognition of a few well-known melodies. (a) Tune. Establish scale through rote melodies. (b) Time. Develop sense of rhythm through gesture.

Musical Interpretation.

Render all songs artistically. Tell story of song, bringing out picture. Invention of songs correlating with other interests; the musical phrase or melody and the words.

SECOND SCHOOL YEAR. GRADE II.

The work in music should follow the same lines as suggested in Grade I. Read introduction to Grade I.

Material.

Rote songs supplied each month. Selections will be made upon the basis of seasonal and childish interests from the sources indicated in Grade I.

See outline for Grade I.

Voice Training.

Same as Grade I. Add singing of sustained tones on several vowels, passing from one to another without break or additional breath; also descending scale passages with no, ree, lah, loo, etc.

Ear Training.

Tests in short, simple rythmical phrases of intervals of tonic, dominant and sub-dominant chords. Recognition of a few well-known melodies. Continue individual work with monotonies.

Sight Singing.

Observation work on rote songs. Certain simple songs representing a variety of rhythms and keys and tonal problems are selected for observation. The songs are first learned by rote, first without words, then with syllables, loo, lah, then used for observation lessons by ear and eye. By the end of the year five to eight rote songs should have been studied from the blackboard staff.

Musical Interpretation.

Same as Grade I. Special attention to invention of Songs.

THIRD SCHOOL YEAR. GRADE III.

(Read introduction to Grade I.)

Material.

Blackboard work from Modern Music Primer. Rote songs. Supplied each month. Selections will be made upon the basis of seasonal and childish interests from the following sources:

Autumn.

Gaynor. pp. 65, 66, 67, 60, 16, 111, 73.

Smith. Modern Music Series, pp. 87, 105, 18, 48, 90.

Music Course, 2, pp. 6, 35, 83, 105, 118, 9, 13, 14, 73, 107, 110, 75, 102.

Music Course I, pp. 56, 59.

Winter.

Gaynor. pp. 70, 71, 72, 29, 27, 20, 25, 68, 69.

Smith. Modern Music Series, pp. 122, 125, 13, 14, 20, 35, 45, 62, 73, 78, 80, 104.

Spring.

Gaynor. pp. 75, 76, 80, 79, 74, 73, 104, 30.

Smith. Modern Music Series, pp. 110, 11, 12, 16, 19, 93, 97, 102, 4, 32.

Music Course, Book 2, pp. 9, 15, 18, 39, 76, 81, 88, 117.

Music Course, Book 3, pp. 129, 166, 96, 200.

Gibson. pp. 21, 76, 15, 25.

Bentley. Song Primer, p. 46.

Voice Training.

Same as Grade I. Monotone work completed. Breathing and vocal exercises as in Grade II. Tuning exercises, scale and chord work as preparatory to singing.

Ear Training.

Same as Grade II. Recognize melodic phrases, tonic, dominant and sub-dominant chords. Sight Singing. Observation work on rote songs same as Grade II.

In this grade the children interpret at sight all kinds of simple rhythms, the equally divided pulse and common intervals. No keys are learned definitely. The children count all kinds of measures, and tap different rhythmic measures. Simple melody forms are drilled upon in each key. The names of the lines and spaces are learned. Written work on the board: copying music and writing portions from memory.

Musical Interpretation.

Same as first year.

FOURTH SCHOOL YEAR. GRADE IV.

Read Introduction to Grade I. The work should follow the same lines as suggested in Grade III.

Material.

Blackboard work from Modern Music. Primer. Supplementing rote songs. See outline for Grade III.

Voice Training.

Breathing and vocal exercises as in Grade III. Deep, quiet breathing, sustained breath with economized emission, high,

sweet, light, ringing tones are the ideals before the teacher. Continue chord work, scale work.

Ear Training.

Rhythm and pitch constant factors in the work.

Sight Singing.

Observation work on rote songs same as Grade III. The class now learns nine keys definitely as keys with their signatures. The rules for recognizing key signatures is learned and applied. All dynamic signs and movement words are explained as they occur in songs studied and learned through use. Two part work is begun in rounds, canons and a few simple two-part studies.

Written work on the board, copying music and writing portions from memory.

Musical Interpretation.

Invention of melodies as in Grade I, but more elaborate, and now written out by the children.

MUSIC

GRADES: FIFTH, SIXTH, SEVENTH AND EIGHTH.

"The training in attention, in the use of clear, distinct and musical notes, the subjection of the vocal organs to the will, the habit and the power of concerted action as well as the opportunity for cultivating humane, patriotic and fraternal sentiments, and features of education of great value, naturally promoted by carefully arranged exercises in vocal music and by persistent and judicious practice of them.

"As a rule children like to sing, and their disposition to do should be so guided that good and not evil will result. It is very desirable that children should be taught by note or by rote the simpler familiar patriotic songs.

"Music should commend itself to all teachers for opening and closing exercises on account of its power as a moral agent, as a balm for wounded spirits and as an inspiration to the highest endeavor."—*Elementary Course of Study for the Common Schools of Wisconsin.*

Dewey says in *The Ethical Principles Underlying Education* that the studies that make for social efficiency through responsiveness are literature, art and music.

Texts for the grades: The Eleanor Smith Music Course. (American Book Company.)

Fifth Grade: Primer and First Book.

Sixth Grade: Second Book (two part songs).

Seventh Grade: Second Book (more difficult part).

(Unison two part and three part songs).

Eighth Grade: Third Book.

References:

Eleanor Smith. A Manual for Teachers.

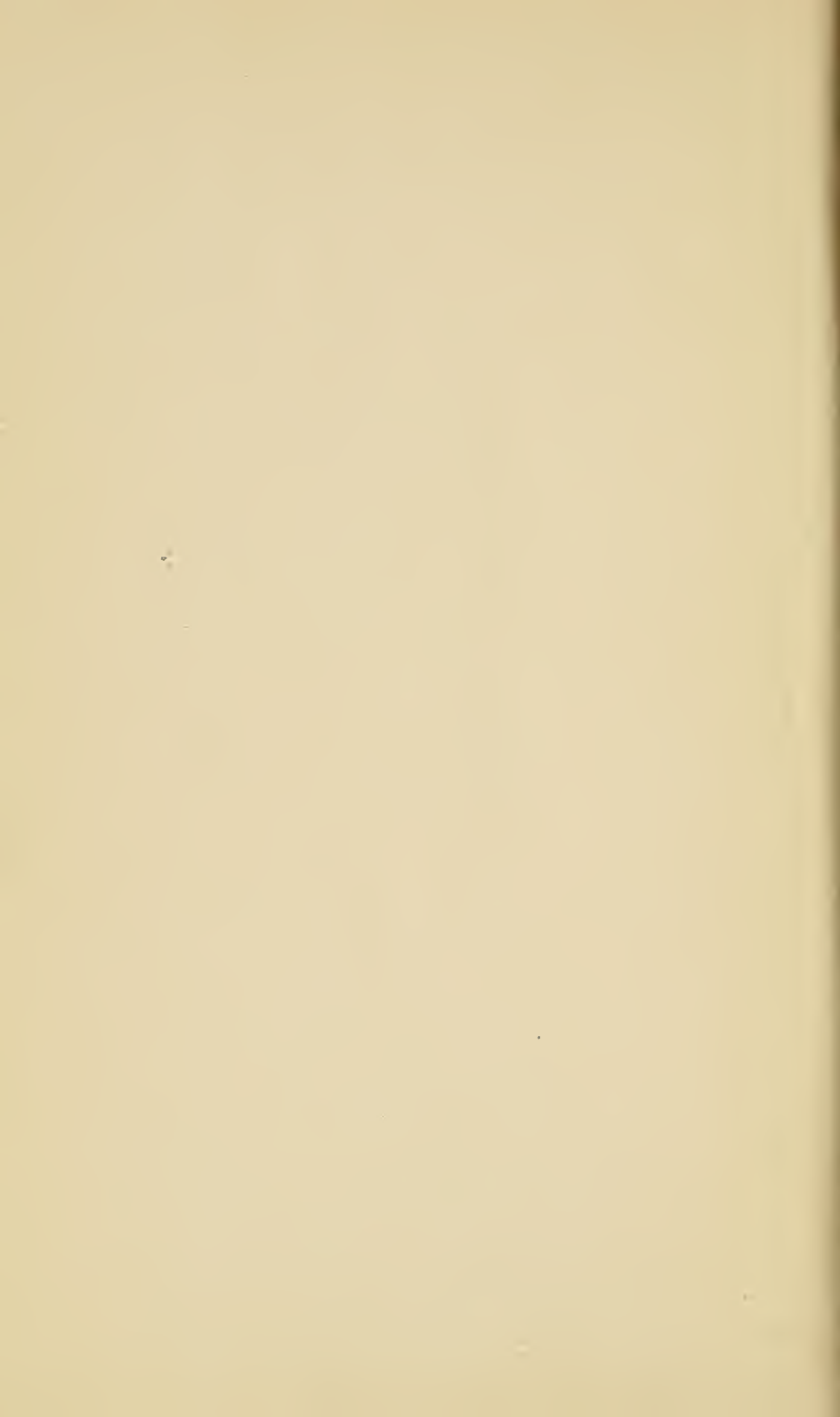
Baltimore City Course of Study.

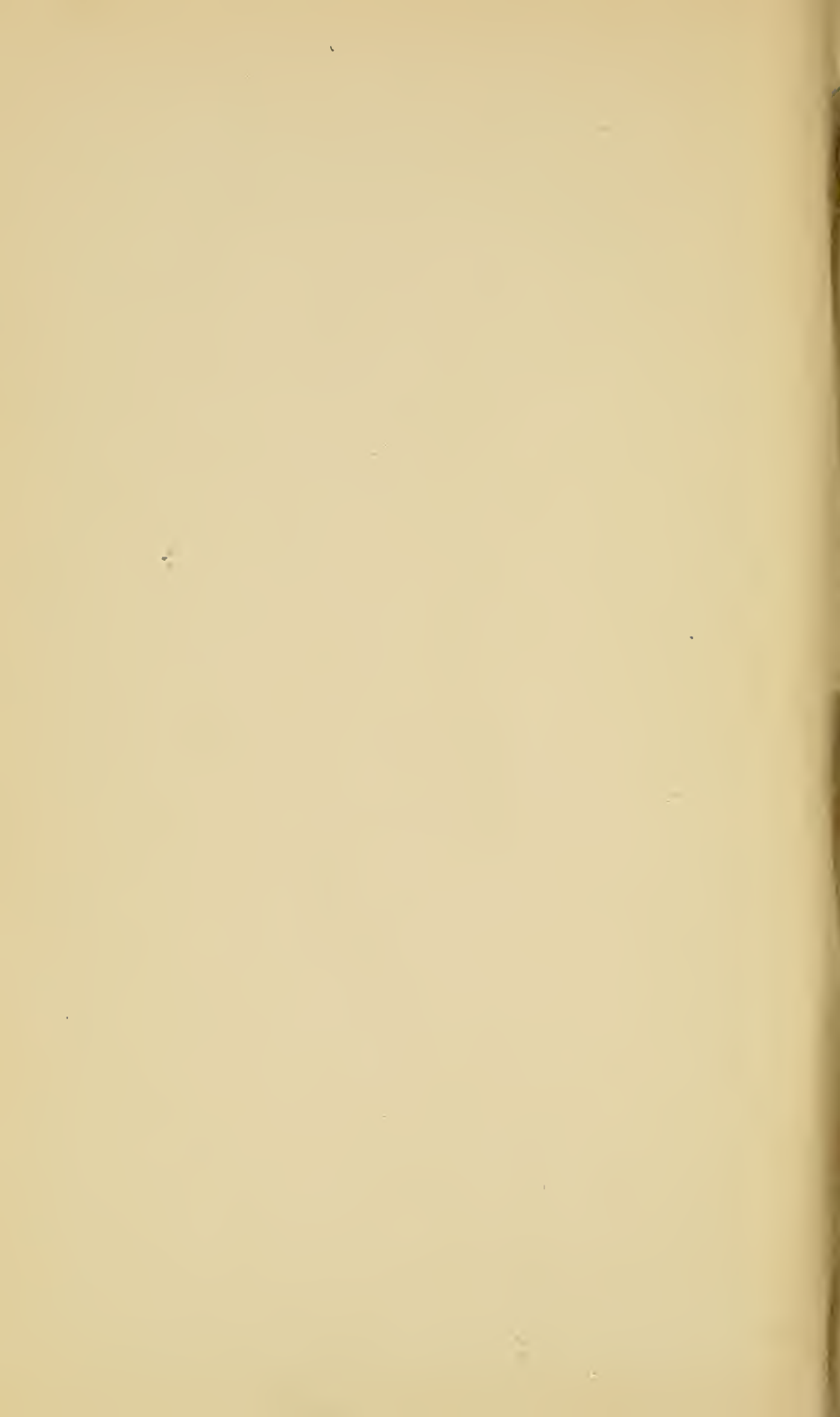
St. Louis Course of Study.

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